ED 441 947   AA 001 323

Resources in Education (RIE). Volume 35, Number 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

ED 441 948   CE 079 532

Allen, Robert C.
Education and Technological Revolutions: The Role of the Social Sciences and the Humanities in the Knowledge Based Economy.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Bachelors Degrees; Case Studies; College Graduates; Comparative Analysis; Economic Change; Economic Development; *Education Work Relationship; Educational Needs; Employed Women; Employment Patterns; Foreign Countries; Graduate Study; Graduate Surveys; High School Graduates; Higher Education; *Humanities; Information Needs; Information Technology; Labor Needs; Needs Assessment; Occupations; *Outcomes of Education; Position Papers; Productivity; Relevance (Education); Salary Wage Differentials; Secondary Education; Sex Differences; *Social Sciences; Tables (Data); Technical Education; *Technological Advancement; Trend Analysis; Two Year Colleges; Unemployment; Womens Education
IDENTIFIERS- *Canada; *Information Economy; Return on Investment; United States

The role of the social sciences and the humanities in a knowledge-based economy was examined in a comparative study of the income providers, cost savings, cost recovery, local fund-raising, new financing mechanisms, funds, output-oriented financing, and voucher systems. The concluding part is an annotated list of 12 resources for further reading. (KC)

ED 441 967 CE 080 245

Hoyt, Kenneth B.
What's in a Name?
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Education; Change Strategies; Education Work Relationship; Educational Change; Educational Environment; Educational Needs; *Educational Objectives; Educational Opportunities; Educational Principles; Elementary Secondary Education; Enrollment Management; Fused Curriculum; *Integrated Curriculum; *National Organizations; Needs Assessment; *Organizational Objectives; Postsecondary Education; Recruitment; Teacher Role; Trend Analysis; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- American Vocational Association; *Association for Career and Technical Education

When the American Vocational Association changed its name to the Association for Career and Technical Education, it underscored the need for today's vocational educators to focus on both career education and technical education. The name change reflects the fact that today's work environment, labor market, and employment opportunities are very different from those that existed in the early 1900s when vocational education first became popular. The name change should also be a call for comprehensive career education efforts at the K-12 level, combined with a call for greatly increased technical education efforts at the postsecondary level. Comprehensive career education must achieve the following goals: (1) show students the importance of assigned work tasks and how employed workers need and use the basic academic skills and other skills emphasized in the Secretary's Commission on Necessary Skills report; (2) reward work (including classroom work) when it occurs; (3) introduce variety into the workplace (classroom) by combining textbook and experiential learning and using business/industry persons as classroom resources; and (4) emphasize and reward the practice of productive work habits. The "technical education" component of "Association for Career and Technical Education" refers to all postsecondary career-oriented programs operating at the sub-baccalaureate level. (Contains 40 references.) (MN)

ED 441 968 CE 080 248

Maguire, Sheila
Surviving, and Maybe Thriving, on Vouchers: A Guide for Organizations Making the Transition to Individual Training Accounts under the Workforce Investment Act. Working Ventures.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

PUB DATE- 99
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Developed Nations; Economic Change; *Economic Climate; Education Work Relationship; *Educational Policy; *Employment; Foreign Countries; Global Approach; Labor Force; Labor Market; Postsecondary Education; *Public Policy; Social Change; *Social Environment; Technological Advancement; Underemployment; Unemployment; *Vocational Education
IDENTIFIERS- *Great Britain

This first of two volumes is organized around the theme of the social, political, and economic contexts of education and training. (Volume II focuses on the development of vocational policy. Both volumes form part of the Open University MA Module, Education, Training, and the Future of Work.) An introduction (Geoff Esland, John Ahier) provides an overview of the 12 chapters. "The Changing Nature of Work" (Council of Churches for Britain and Ireland) describes these three strands in the web of social change: new technology, changing composition of the labor force, and market deregulation. "Education, Globalization, and Economic Development" (Phillip Brown, Hugh Lauder) outlines consequences of globalization and why education is crucial to future economic development. "The Great Work Dilemma" (Martin Carnoy) focuses on implications of economic globalization for employment and existence of a "work crisis." "The New Knowledge Work" (Stanley Aronowitz, William DiFazio) skeptically views the idea that education and training provide the key to competitive national advantage. "Jobs and People" (John Grieve Smith) criticizes the belief inherent in monetary policy that changes to the supply side of the economy should constitute the main basis of economic management. "Evaluating the Assumptions That Underlie Training Policy" (Ewart Keep, Ken Mayhew) argues that the problem of economic regeneration is less one of supply side weakness and more one of demand for skills. "Expanding Employment" (Council of Churches for Britain and Ireland) suggests that on moral and economic grounds reprioritizing is needed within government economic policy to give job creation as much attention as the need to restrain inflation. "Managerializing Organizational Culture" (Geoff Esland, Karen Esland, Mike Murphy, Karen Yarrow) examines ways in which human resource management has become a major instrument for the management of change imposed by the 1992 legislation on further and higher education institutions. "The University of Life plc" (Richard Winter) examines the impact of marketized managerialism on higher education. "Economic Restructuring and Unemployment" (Faith Robertson Elliot) concentrates on how aspects of family life have been affected by unemployment, underemployment, and growth of certain kinds of work carried out by women. "Social Change and Labor Market Transitions" (Andy Furlong, Fred Cartmel) concentrates on the current conditions under which young people negotiate their transition from school to work. "Big Pictures and Fine Detail" (John Ahier, Rob Moore) illustrates the difficulties of using broad descriptions of economic change to justify initiatives in education policy. An index is appended. (YLB)

ED 441 987 CE 080 275

Devinatz, Victor G.
High-Tech Betrayal: Working and Organizing on the Shop Floor.

on the food processing sector. Each part addresses these topics: target group and sample (the sector in Europe, description of the sample--Federal Republic of Germany, Finland, Greece, Ireland, Portugal, Sweden, United Kingdom); quality concepts of the SMEs (quantitative findings: reasons for implementing quality management; qualitative findings: barriers, critical points, examples of good practice); personnel-related concepts of the sector (quantitative findings; qualitative findings: barriers, critical points, examples of good practice); and a summary of quality and personnel concepts of food-processing SMEs. (YLB)

ED 442 004 CE 080 301

Lee, Lung-Sheng Steven; Wang, Cheng-Pin Peter; Wang, Yen-chao; Shih, Neng-Mu; Yeh, Chung-ching
Technology Education and Technology Teacher Education in Taiwan, R.O.C. = Zhong Hua Min Guo Ke Ji Jiao Yu Ji qi shi zi Jiao Yu.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- Chinese; English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Chinese; Construction (Process); *Course Content; Developing Nations; Elementary Education; Energy Education; Foreign Countries; High Schools; Junior High Schools; Manufacturing; *Teacher Education; *Technological Literacy; *Technology Education; Transportation
IDENTIFIERS- *Taiwan

Technology education in Taiwan begins with craft work at the elementary school level, and the most important point is the practical application. All junior high school students are required to take the Living Technology course. Content includes technology and life, information and communication, construction and manufacturing, and energy and transportation. The technology education curriculum in senior high school is Living Technology. Its content is the same as that for junior high school. Issues to be resolved in the new senior-high-school technology education curriculum are: that these courses are not articulated with college-entry requirements; that creating a realistic learning environment for these courses is not well supported; and that challenges resulting from the new curriculum (such as teacher training and upgrading textbooks) need to be addressed. Technology education programs are not institutionalized in elementary teachers' colleges. Taiwan has a complete and formal system to train Living Technology teachers. Special features are fitting the educational reform trend and transforming teacher education policy into an open public vision; teacher education in a changing and adaptive stage; and traditional normal education system in transformation. Challenges in technology teacher education are the new teacher education system vs. old educational environment and the urgency of improving the inservice training system. (Alternating pages are in English and Chinese.) (YLB)

ED 442 005 CE 080 303

Booker, Di
Getting to Grips with Online Delivery.
PUB DATE- 00
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Elementary Secondary Education; High Risk Students; Mass Media Effects; *Prevention; School Counselors; *School Safety; Staff Role; Teacher Role; Training; *Violence
IDENTIFIERS- *Columbine High School Shooting; *School Shootings

Using the violent events that took place at Columbine High School in 1999 as an example, this book serves to inform teachers, administrators, school resource officers, and concerned parents about school violence. It can be used to help develop a response and prevention plan to handle threats and violence in schools. This book is a guidance manual designed to empower school officials in their goal of preventing schoolplace violence. It offers step-by-step advice to assist in the early identification, intervention, prevention, and containment procedures that can reduce the risk of school violence. It outlines the dynamics and characteristics of violence, provides information on how to recognize it, and offers prevention and intervention strategies. Unlike many other forms of violence, schoolplace violence is very predictable. It follows a specific course of action and this, in turn, offers many opportunities for intervention and determent. The goal of this book is to emphasize the first steps toward prevention: education and training. A bibliography lists resources on the topic of violence prevention, intervention, and aftermath. (MKA)

ED 442 023 CG 029 981

Zinna, Kelly A.
Schoolplace Violence Prevention. Training Manual.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrators; *Educational Policy; Elementary Secondary Education; High Risk Students; Prevention; Program Development; *School Safety; *Training; *Violence

This training manual begins with a graph depicting trends in schoolplace violence from 1993-1999. Next is a table displaying the parallels between workplace and schoolplace violence. A list of the elements included in a psychological profile of schoolplace violent offenders is provided. The four types of students involved in schoolplace violence are described. Types of warning signs are also listed. Four kinds of threats are defined and examples are provided. Six barriers to reporting or misconceptions about violence are discussed. Next, a flow chart showing the steps a student at risk for schoolplace violence might experience is included. The final and largest section of this booklet focuses on considerations for administrators and school personnel. It discusses policy and procedure development. Specifically, it discusses the threat management and violence risk assessment team, investigation procedures, developing a zero tolerance policy, the after effects of violence, and the media rights of individuals involved in violence. (MKA)

ED 442 024 CG 029 982

Responding to Hate Crimes: A Police Officer's Guide to Investigation and Prevention.
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.

helping students work their way through the process of recovery. (Author/JDM)

ED 442 044 CG 030 096

Sandhu, Daya Singh, Ed.; Aspy, Cheryl Blalock, Ed.
Violence in American Schools: A Practical Guide for Counselors.
PUB DATE- 00
NOTE- 427p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; *Counselor Role; Counselor Training; Educational Environment; Elementary School Students; Elementary Secondary Education; Emotional Response; Environmental Influences; *School Security; Secondary School Students; *Student Behavior; Victims of Crime; *Violence

The number of students victimized by violent crimes rose by nearly 25% between 1989-1995. Screening, along with good clinical judgment by counselors, should be the source for identifying children and adolescents at risk. This book is designed as a guidebook to help counselors develop skills in learning about the etiology of violence, identifying individuals at risk, preventing violent episodes when possible, and treating the effects of violence in the survivors. It is divided into six sections, grouped by chapters on similar themes. Section 1, "Defining the Problem," defines the problem from a statistical perspective by describing the nature and extent of violence in schools; discusses psychological and cultural characteristics of violent students; and describes school violence from socioecological perspectives. Section 2, "The Etiology of Violence in Youths," addresses the source of youth violence. Section 3, "School Violence Prevention Strategies," is comprised of nine chapters, and highlights prevention programs that are in place and working. Section 4, "Violence in Special Populations," discusses adolescent suicide; violence against gay, lesbian, and transgender youths; and hate crimes and counselors' role in prevention them. Section 5, "Violence Intervention Strategies: Individual, Family, School, and Counselor Training Programs," addresses the issues and concerns on what to do when violence has already occurred. Section 6, "Summary and Implications for Practice," summarizes how counselors can use this book to learn how to recognize violence-precipitating environments; screen for children at risk for violence; remediate those who have a high violence potential; and work with parents to ensure a consistent response to the problem. (Contains 6 figures, 11 tables, 2 appendixes, and 865 references.) (JDM)

ED 442 045 CG 030 097

Davis, Deborah C., Ed.; Humphrey, Keren M., Ed.
College Counseling: Issues and Strategies for a New Millennium.
PUB DATE- 00
NOTE- 329p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

representations. Alongside this evolution in psychotherapy were the growth of research in artificial intelligence and the early success of expert system programs. Because the resolution counseling approach is systematic, it lends itself to the enterprise of creating an expert system that could serve as a coach or assistant for novice counselors. In attempting to make each counseling step in a first session practice enough to fit the if-then rules of an expert computer system, this chapter's authors made resolution counseling more explicit and, therefore, more understandable. As a result of this project, this chapter's authors learned that it was possible to represent brief counseling in a computer for training purposes and that, in doing so, they arrived at a much fuller understanding and a more efficient practice of resolution counseling. This chapter recommends that counselors who are interested in having greater access to what they are actually doing moment to moment in a counseling session obtain a piece of expert system software and work with a colleague who can serve as a knowledge engineer. Through the knowledge elicitation process, the counselor could make explicit his or her own expertise. The expert system used in this chapter was EXSYS Professional by Multilogic, Inc. (Contains 15 references.) (MKA)

ED 442 066   CG 030 210

Sattem, Linda; Reynolds, Kathryn; Bernhardt, Gregory R.; Burdeshaw, Jean R.
Cyberspace Education and Lifelong Learning for Professionals: Dangerous Opportunities.
PUB DATE- 00
NOTE- 17p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business; Distance Education; Human Services; *Lifelong Learning; Resources; Technology
IDENTIFIERS- *Cyberspace

Rapidly advancing technology presents challenges in the education of helping professionals. With these challenges come limitless opportunities. Using technology, professionals reach more people, individualize therapeutic approaches, access more resources, and support different learning styles. And they become lifelong learners themselves as they develop new skills and methods of interacting with clients and colleagues alike. But dangers abound, the biggest being missed opportunities. Competent professionals must take the lead in implementing technologies that save time and make work more productive. They can use roadmaps created by a variety of professions. This chapter supplies illustrations incorporating technology in instruction and development with examples drawn from medicine, business, psychology, education, and counseling. Specific recommendations, based on sound theoretical practice, case studies, and actual experiences in counseling, are examined. Action strategies revolve around critical issues of time, funding, ownership, recognition, promotion, accreditation and profession development needs. Specifically they include utilizing available resources, adapting existing on-line and distance learning resources, focusing on the individual learner, and utilizing the technology continuum. (Contains 52 references.) (MKA)

Johns, Jerry L., Ed.; Elish-Piper, Laurie, Ed.
Balanced Reading Instruction: Teachers' Visions and Voices.
PUB DATE- 97
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Educational Technology; Elementary Secondary Education; *Literacy; *Reading Instruction; *Reading Programs; *Teacher Attitudes; Teacher Role
IDENTIFIERS- *Balanced Reading Instruction; *Teaching Perspectives

The 18 articles in this collection represent a view from the classroom regarding balanced reading instruction in the early stages of what is likely to become a widespread movement. The articles are intended to stimulate educators to reduce, or perhaps boldly eliminate, one-way thinking about methods, skills, grouping, and assessment. Articles in the collection are: "In Search of Balance: Restructuring Our Literacy Programs" (Dorothy S. Strickland); "Attempting Takeoff: The Metamorphosis of a Reading Teacher" (Jeanne McCarthy); "Dodging the Educational Pendulum: A Journey toward a Balanced Language Curriculum" (Melisa J. Bower); "A Third-Grade Teacher's Vision of Balanced Reading Instruction" (Loria Thatcher); "The Reality of Balanced Literacy in a Primary Classroom" (Jenelle Gallagher-Mance); "A Balanced Reading Program in a First- and Second-Grade Classroom" (Cynthia Vandergriff); "Balanced Reading Instruction: One Teacher's Voice" (Suzie Lobdell); "Authentic Reading and Writing in a Skills-Based Basal Reading Program" (Christine Truckenmiller); "Maintaining Balance in a First-Grade Classroom" (Linda Mast); "Components of an Ever-Changing Language Arts Program" (Dawn Hinz); "Creating a Balanced Reading Program in First Grade" (Rhonda L. Waggoner); "The Balanced Equation: Elementary Secondary = A District Reading Program" (Ann Kimpton); "The Challenge of Balanced Reading Instruction for In-Class Special Reading Programs" (Mary Kelly); "Balanced Reading: Notions, Emotions, and Potions" (Beth R. Cowman); "Balanced Assessment for Balanced Instruction" (Jocelyn Klotz); "The Challenge of Technology in Balanced Reading Instruction" (Janene Bowden); "Technology Bifocals" (Linda J. Conrad); and "From Student to Teacher" (Bryn Biesiadecki). (Contains approximately 100 references.) (NKA)

ED 442 088 CS 014 002

Lo, Deborah Eville
Under the Influence of Children: The Role of Social Support in the Development of Comprehension and Memory in Young Children.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Elementary School Students; *Individual Development; *Memory; Parent Child Relationship; Primary Education; *Reading Aloud to Others; *Story Reading; Teacher Student Relationship
IDENTIFIERS- Chicago Public Schools IL; *Story Comprehension

Much has been written about the crucial nature of early literacy

IDENTIFIERS- *Double Entry Journals; Theoretical Orientation

For both reading and writing, context and perspective are everything; Ann Berthoff suggests that students "write continuously in a double-entry notebook." One instructor has utilized Berthoff's double-entry notebook in a technical writing class and finds that this classroom practice has also been informed by other theories inquiring into writing and composition: theory of meaning, theory of language, theory of learning, and theory of research. These theories manifest themselves in all the assignments and in classroom activities revolving around double-entry notebooks. For the class, six writing assignments which revolve around the final research project are based on the premise that in composition class, Isocrates' notion of Logos is taught--students learn how to combine words and thought, apply what they write to everyday life and problems, and learn how to make meaning through critical reading/writing and collaborative activities. The assignments are: an employment packet; a memo requesting permission for the topic chosen for the research project; a summary packet summarizing pertinent articles; a research proposal of the major project that identifies a problem in their profession; a progress report; and a final formal report of the research project. For each assignment, students are given instructions and model writings to read and analyze by the use of two columns in their double-entry notebook. They are asked to compare notes, comments, and subjective reflections. (NKA)

ED 442 109 CS 217 146

Abrams, Scott
Using Journals with Reluctant Writers: Building Portfolios for Middle and High School Students.
PUB DATE- 00
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; High School Students; High Schools; Instructional Effectiveness; *Journal Writing; *Language Arts; Middle School Students; Middle Schools; *Portfolios (Background Materials); Student Development; *Student Journals; Teacher Response; *Writing Assignments; *Writing Strategies
IDENTIFIERS- *Reluctant Writers

An effective language arts tool for teachers, especially those who teach at-risk, alternative, and special education students, this guidebook is designed to inspire even the most reluctant writers. The guide is organized so that journal topics are followed by non-revealing, non-threatening exercises to introduce writing as a means of expression and to allow students to test teacher reactions. Positive teacher responses then encourage students to move on to material that requires more personal reflection and further elaboration. Whether they use the journals for daily practice or weekly assignments, with this guide teachers can effectively lead students through critical thinking, self-discovery, and ultimately, more relevant and proficient writing. The guide can also assist teachers and students in creating a complete language arts portfolio. Highlights include the following: topical, chapter-opening quotes that instill deeper self-reflection; multiple questions for each topic to encourage more in-depth responses; suggested readings for more comprehensive assignments;

use of dialect by continuing a story that Wheeler starts to tell, imitating his comic style. In Part II, students compare Twain's story with one of the Sut Lovingood stories by George Washington Harris, again examining the story's structure by performing it as a skit. After considering how this structure "frames" the trickster Sut Lovingood, as compared to the frame Twain creates for his trickster, Jim Smiley, students produce a character sketch of Harris' comic protagonist and a sample of his humorous dialect. Finally, in Part III, students read a humorous story by Nathaniel Hawthorne in order to gain perspective on Twain's brand of humor and its significance within the context of American literary tradition. After debating the merits of "moral" humor like Hawthorne's as compared with the "folk" humor of Harris and Twain, students test the possibilities of blending these traditions by recasting a paragraph of Hawthorne's story in dialect style. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (9-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 130 CS 217 178

On the Oregon Trail. Lesson Plan .
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.
PUB DATE- 00
NOTE- 5p.; Also sponsored by the National Trust for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Creative Writing; Intermediate Grades; Junior High Schools; Language Arts; Lesson Plans; Photographs; Primary Sources; *United States History; Writing Assignments
IDENTIFIERS- *Oregon Trail; Pioneer Life; *Westward Movement (United States)

In this lesson, students work with primary documents and latter-day photographs to recapture the experience of traveling on the Oregon Trail. The learning objectives of the lesson are: (1) to learn about the pioneer experience on the Oregon Trail; (2) to evaluate a historical re-enactment in light of documentary evidence; and (3) to synthesize historical data through creative writing. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (6-8), and lists of the standards developed by professional or government associations that are related to the lesson as well as activities to extend the lesson. (RS)

ED 442 131 CS 217 179

Perspectives on the Slave Narrative. Lesson Plan .
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.
PUB DATE- 00

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiences; Cultural Activities; Elementary Secondary Education; Foreign Countries; Language Arts; Multicultural Education; *Pantomime; Rainforests; Science Instruction; *Story Telling; *Theater Arts
IDENTIFIERS- *Amazon Basin; *Drama in Education

This performance guide is designed for teachers to use with students before and after a performance of "Tales from the Brazilian Jungle" with storyteller Antonio Rocha. The guide, called a "Cuesheet," contains four sheets for use in class. The first, "About the Performance," prepares students for understanding references to the Amazon rainforest, and introduces the four stories presented in the performance. The second, "Getting Ready To See 'Tales from the Brazilian Jungle,'" discusses and presents activities for imagining the rainforest, what storytelling is, telling stories, what good stories are, a storyteller's tools, and storytelling with mime. The third, "Going to the Kennedy Center," helps students understand what a good audience does and discusses visiting the Kennedy Center itself. Resources are listed for further explanation. (SR)

ED 442 151 CS 510 340

Aguirre-Sacasa, Roberto
"Ramona Quimby": Adapted by Len Jenkin from the Ramona Books by Beverly Cleary. Cue Sheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiences; Characterization; Class Activities; Cultural Activities; Elementary Secondary Education; *Novels; Playwriting; Production Techniques; *Theater Arts
IDENTIFIERS- *Ramona Books (Cleary)

This performance guide is designed for teachers to use with students before and after a performance of "Ramona Quimby," adapted by Len Jenkin from the Ramona books by Beverly Cleary. The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) The Characters (introducing the characters in the play, and theatre conventions such as scenes, narrators, and actors doubling roles); (2) The Story (offering a story synopsis); (3) Your Neighborhood (offering a description and a map of the neighborhood in which the story takes place, and the props and set pieces used to create that world); (4) From Book to Play (discussing how playwrights adapt books to plays and how this play was adapted from several books); (5) Imagination in "Ramona Quimby" (discussing the role of imagination in the play and in the theatre); (6) Beverly Cleary (about the author Beverly Cleary and how she came to write books); and (7) Going to the Kennedy Center (about the audience's important role in a performance and about the Kennedy Center itself). Resources for further exploration are listed. (SR)

ED 442 152 CS 510 341

Flynn, Rosalind M.
Sogolon Marionettes. Cue Sheet for Teachers.

IDENTIFIERS- *Drama in Education; Musicals; *Wheres Waldo
This performance guide is designed for teachers to use with students before and after a performance of the one-act musical based on Martin Handford's books, "Where's Waldo?" book by Michael Slade, music by David Evans, and lyrics by Faye Greenberg. The guide, called a "Cuesheet," contains four activity sheets for use in class, addressing: (1) Where Would You Go (describing the story setup and asking children to imagine where they would go if they could travel anywhere to any time in history); (2) Where's Waldo? (and When?) (showing five scenes from different times that are involved in the play); and (3) Your Part in "Where's Waldo?" (describing the important role of the audience in a live theatrical performance). Resources for further exploration are listed. (SR)

ED 442 174 EA 030 350

Shaughnessy, Joan
Initial Guidelines on Becoming a Learning Community. OERI Event No. 36.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; *Educational Environment; *Educational Improvement; Elementary Secondary Education; *Faculty Development; *Guidelines; Professional Development; Teacher Attitudes; *Teacher Improvement
IDENTIFIERS- *Learning Communities
This guide answers three basic questions on how to develop a professional community of learners: (1) What type of polices, structures, and procedures will help staff to connect with and learn from one another? (2) What incentives help schools to undertake community-wide learning? and (3) How can schools transform themselves into professional learning communities? The guide outlines the characteristics of professional learning communities, suggests some clear targets for teachers who participate in these communities, outlines the underlying principles for achieving this type of teacher learning, and discusses the work of school leaders who are creating such learning communities. The text explores how learning communities are fostered when groups of educators within a building share a common purpose for learning. This shared purpose can then lead to a type of learning that builds upon common experiences and is committed to an ongoing analysis of the actions and underlying causes behind those outcomes. The paper focuses on teacher learning in school settings, ways to clarify goals when developing a professional community, building incentives for teacher learning/skill development, principles that promote learning, factors affecting learning-to-learn skills, and advice for administrators on how to reengineer incentives. Four appendices offer further suggestions for encouraging professional development. (RJM)

ED 442 175 EA 030 421

Gladstone, Brenda; Jacobsen, D. Michele
A Report on Educational Partnerships in Rocky View School Division.
PUB DATE- 99

Hadderman, Margaret
Educational Vouchers. ERIC Digest, Number 137.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Vouchers; Elementary Secondary Education; *Equal Education; *Government School Relationship; Private Schools; Public Schools; *School Choice; Socioeconomic Influences; State Church Separation; *Tuition Grants
IDENTIFIERS- ERIC Digests

Educational vouchers are the most controversial of numerous school-choice alternatives. This ERIC Digest provides some background on the topic and discusses the support that educational vouchers has received, as well as arguments for and against vouchers. The digest supplies information concerning the degree of success for voucher programs and cites some studies that found consistent, generally positive results regarding inclusion of low-income families, parent satisfaction, parent education levels, parent marital status and family size, race-ethnicity, and attrition and mobility. Findings were inconclusive or inconsistent regarding student achievement and parental involvement. Two final sections discuss the constitutionality of publicly financed voucher plans and major policy issues and recommendations. Vouchers may be constitutional in some states, but not in others. During the past decade, the High Court appears to have become more willing to allow state aid to flow to sectarian schools. Major policy issues include voucher plan effects on private schools, accountability, and program quality. (Contains 13 references.) (DFR)

ED 442 195 EA 030 441

Molnar, Alex
Cashing in on Kids: The Second Annual Report on Trends in Schoolhouse Commercialism, Years 1997-98--1998-99.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Commercial Television; Elementary Secondary Education; Health Education; *Marketing; *Merchandising; Public Schools; *School Business Relationship; Tables (Data); Television Commercials; *Vendors
IDENTIFIERS- Channel One; *Commercialism; Edison Project

This report describes exclusive contractual agreements between businesses and public education agencies. It cites such examples as contracts between school districts and soft drink manufacturers, terming them "schoolhouse commercialism." It also provides data that explain why schools are so attractive to advertisers, and the reasons why schools "are in it for the money" as well. This is not an American phenomenon; it has spread outside the United States to Europe and Latin America. The report lists opposition to schoolhouse commercialism both in this country and abroad, as well as focused opposition to Channel One for its advertising and commercial use. The report

*Disabilities; Disability Identification; Early Identification; *Early Intervention; Educational Legislation; *Federal Legislation; Individualized Family Service Plans; Paraprofessional Personnel; Preschool Education; Program Development; Referral; *State Programs; Statewide Planning
IDENTIFIERS- *Colorado; *Individuals with Disabilities Education Act Part C

This annual performance report describes activities of Colorado's statewide system of early intervention services and supports in compliance with Part C of the Individuals with Disabilities Education Act (IDEA) from July 1, 1998 through September 30, 1999. The report discusses: (1) interagency agreements; (2) agencies involved in the provision of services and other support in early intervention; (3) issues related to interagency coordination, such as Individualized Family Service Plan/service coordination, supports and services provided in natural environments, Part C/Community Center Board early intervention retreat, and local Part C community interagency activities; and (4) innovative service delivery models. Results from an analysis of children referred are reported and indicate that the referrals of children and families to Part C early childhood initiatives come from a variety of places and people. An analysis of disputes in Colorado found that no due process hearings or mediation procedures were requested in 1998-1999. Areas of concern identified through state monitoring are discussed, and Colorado's credentialing system for support personnel is described. Accomplishments and challenges of the Colorado early childhood program are also addressed. (CR)

ED 442 215   EC 307 850

Miles, Barbara
Literacy for Persons Who Are Deaf-Blind. DB-LINK Fact Sheet.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Children; *Classroom Techniques; *Deaf Blind; Family Environment; *Literacy; *Reading Instruction; *Reading Strategies; Story Reading; Student Motivation; *Writing Instruction

This fact sheet discusses the importance of literacy for individuals who are deaf-blind, the social functions of reading and writing, and conditions necessary for the development of literacy. Strategies for promoting literacy among this population are described and include: (1) invite children and adults who are deaf-blind to observe as you use the computer, read the newspaper, write notes, read signs, and engage in other literacy activities; (2) arrange specific opportunities for the child or adult to touch adults or young people as they read Braille; (3) read stories to children who are deaf-blind; (4) use accessible labels on rooms, shelves, coat hooks and furniture; (5) pause a moment as a child notices a label, be aware of the child's reaction, and make a simple comment; (6) pause often during story-reading times, notice the child's reactions, and respond to them; (7) use dialog journal with a child who is deaf-blind and who has some beginning reading and writing skills; (8) respond conversationally to any drawing,

(055)
DESCRIPTORS- *Ability Identification; Behavior Patterns; Child Rearing; Elementary Secondary Education; *Gifted; *Student Characteristics; *Talent Identification
IDENTIFIERS- Florida

This brochure, in English, Spanish, and Haitian Creole, is intended to help parents identify children who are gifted and may need an education that goes beyond what is provided in their classrooms. It focuses on eight characteristics typical of such children with examples of behaviors showing the characteristic. The characteristics are: (1) dedication; (2) expression; (3) friendship; (4) curiosity; (5) adaptability; (6) interest; (7) energy; and (8) elaboration. A student behavior observation form is attached on which parents can record student behaviors in each of these areas. (DB)

ED 442 235 EC 307 873

Challenge Grant for the Gifted: Collaborative Curriculum Projects. 1998-99 Summaries.
PUB DATE- 99
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; *Cooperative Programs; *Curriculum Development; Elementary Secondary Education; Grants; *Instructional Design; *School Community Relationship
IDENTIFIERS- *Florida

This publication describes 19 projects in Florida school districts supported by the 1998 Collaborative Curriculum Project. Grants were awarded to projects at the classroom or school level to address a significant problem or issue in the education of gifted students, support the redesign of instruction, and support collaboration among students, teachers, and community members to enhance instruction. Information about each project is presented in the following format: (1) project goals and rationale; (2) project implementation (e.g., problem or issue addressed, curriculum content focus, and instructional methodology); (3) evaluation (assessment of student performance, project evaluation); (4) budget; and (5) contact person. (DB)

ED 442 236 EC 307 874

Beech, Marty; McKay, Jan; Pankaskie, Sara
Diploma Decisions for Students with Disabilities: What Parents Need To Know.
PUB DATE- 99
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Decision Making; *Disabilities; *Graduation Requirements; High Schools; *Individualized Education Programs; Long Range Planning; Middle Schools; Parent Student Relationship; *Student Educational Objectives; Transitional Programs
IDENTIFIERS- *Florida; *Individualized Transition Plans

This guide for parents of students with disabilities in Florida students and services in North Dakota and describes the programs, funding, and special projects for the 1998-1999 school year made available to special education units through Part B of the Individuals with Disabilities Education Act and state special education funds. A state summary, and descriptions of individual units, private schools, and state-operated programs are detailed in this report. The report finds that in the 1998-1999 school year, 13,468 students with disabilities ages 0-21 received special education in North Dakota. Of the total number of students with disabilities, 13,138 were served in public schools and 330 students were served in state-operated programs. The report represents continuing progress toward the following goals: (1) coordinating comprehensive, collaborative planning which enhances educational opportunities and services for all; (2) securing the human and financial resources to support a comprehensive system of educational opportunities; (3) providing technical assistance, consultation, and other services that empower educational service providers; and (4) fostering quality education. The report closes with a description of activities funded by federal grants for improving programs for children with disabilities in North Dakota. (CR)

ED 442 255   EC 307 893

Resource Manual: The Implementation of Effective Paraeducator Practices in Educational Settings.
PUB DATE- 00
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Employment Problems; *Occupational Information; *Paraprofessional School Personnel; Special Education; *Staff Role; *Supervision; Supervisory Methods; Teacher Role; *Training Methods
IDENTIFIERS- *North Dakota; Related Services

This resource manual is intended to assist North Dakota school districts in making decisions about the appropriate use of paraeducators in providing services to all students in the public schools, including those with disabilities. It is designed to delineate the state requirements for training to ensure that adequate support is provided to the professionals hired in this capacity. The manual is meant to serve as a resource for general education teachers, special education personnel, related services personnel, administrators, and the paraeducators themselves. Sections of the manual address: (1) the definition of paraeducator; (2) a statement of beliefs and vision on the value and proposed roles of paraeducators; (3) North Dakota guidelines for making paraeducators' services more effective; (4) roles and responsibilities of the paraeducator; (5) roles and responsibilities of the supervisor; and (6) job performance evaluations. Appendices include suggestions for supervisory personnel, sample evaluation forms, a sample paraeducator portfolio, sample job descriptions for paraeducators, resources, administrative rules, outlines of required modules for paraeducator training, and information for paraprofessionals working with students who have visual impairments. (CR)

ED 442 277 FL 026 280

LeLoup, Jean W.; Ponterio, Robert
Enhancing Authentic Language Learning Experiences through Internet Technology. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Assisted Instruction; Databases; Electronic Journals; Electronic Mail; *Internet; Listservs; *Second Language Instruction; Second Language Learning; World Wide Web
IDENTIFIERS- ERIC Digests

Foreign language teachers are continually searching for better ways of accessing authentic materials and providing experiences that will improve their students' knowledge and skills. The Internet has transformed communication around the world and can play a major role in the foreign language classroom. This digest illustrates how Internet software can enhance the classroom experience. In addition to the original Internet applications, like FTP (file transfer protocol) for moving files between machines and Telnet for logging into distant computers, the wide range of features and media (text, image, sound, video, multimedia) supported by the current crop of Internet programs makes them powerful additions to the foreign language teacher's repertoire. A number of Internet applications are highlighted that can be used to enrich the foreign language classroom. (VWL)

ED 442 278 FL 026 282

Liaw, Meei-Ling
Casting a Net on the Memorable Freshman Year: Infusing Webpage Construction into the Freshman English Syllabus.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; *Computer Uses in Education; *English (Second Language); Foreign Countries; Higher Education; *Interaction; Internet; Learning Activities; Questionnaires; Second Language Instruction; Second Language Learning; Task Analysis; *World Wide Web
IDENTIFIERS- Taiwan

This article describes and analyzes a task-based exercise in a college-level English-as-a-Foreign-Language (EFL) class. This exercise required the learners to participate in the exchange of information and the accomplishment of one particular goal--in this case the construction of a Web page in English. Both quantitative and qualitative approaches were used to collect data about the execution and completion of the task, including end-of-project survey results, brief student written responses about the approach, the resulting Web page, and group interview findings. Analysis of all four sets of data were positive. Constructing the Web page helped the students work together while communicating in English. Social interaction was also

NOTE- 209p.; Originally published by University of California Press, Berkeley, in 1991.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Color; Diachronic Linguistics; *Language Research; Language Typology; *Language Universals; *Linguistic Theory; Psycholinguistics; *Semantics; Sociolinguistics; Visual Perception; *Vocabulary

Ethnoscience studies, and studies of color vocabulary in particular, have firmly established that to understand the full range of meaning of a word in any language, each new language must be approached on its own terms, without a priori theories of semantic universals. It has been shown that color words in fact encode a great deal of non-colorimetric information. The essentially methodological point made in such studies has been frequently misinterpreted by anthropologists and linguists as an argument against the existence of semantic universals. The research reported here strongly indicates that semantic universals do exist in the domain of color vocabulary. Moreover, these universals appear to be related to the historical development of all languages in a way that can be properly termed evolutionary. Conclusions are threefold: (1) there exist universally for humans eleven basic perceptual color categories, which serve as psychophysical referents of the eleven or fewer basic color terms in any language; (2) in the history of any given language, encoding of perceptual categories into basic color terms follows a fixed partial order; and (3) the overall temporal order is properly considered an evolutionary one (color lexicons with few terms tend to occur in association with relatively simple cultures and simple technologies, while color lexicons with many terms tend to occur in association with complex cultures and complex technologies). Extensive tables, data, and figures appear throughout the text. (KFT)

ED 442 297 FL 026 311

Nishimura, Kozo
Effective Ways of Communicative Instruction in the Japanese EFL Classroom: Balancing Fluency and Accuracy.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audiolingual Methods; *Classroom Techniques; *Communicative Competence (Languages); *English (Second Language); Foreign Countries; *Grammar; High School Students; High Schools; Japanese; Second Language Instruction; Second Language Learning; Secondary Education; *Teaching Methods
IDENTIFIERS- Japan

The central concern of this paper is to discover the most effective way to maximize Japanese English-as-a-second-Language (ESL) learners' proficiency levels and communicative competence without compromising fluency and accuracy. The paper searches for the best approach for ESL instruction in Japanese high schools. The educational environment in Japanese high schools is examined, and the problems faced by Japanese teachers of English are considered. Next, the sequence of foreign language instruction is explained, emphasizing the focus on form theory because it is the dominant approach to ESL instruction in Japan, followed by a discussion of strategies that can be used by teachers for dealing with the errors made by students in the (underpayment and overpayment of professors), which are examined from an employment contract perspective. The next sections focus on unique features of tenure (e.g., why so many candidates are hired for a single competitive tenure position or why those denied tenure must be asked to leave) and propose several alternative routes to tenure. Other topics considered are whether standards differ for universities with a more egalitarian philosophy, and the rationale for tenure as a way of protecting faculty. A brief section looks outside the Canadian system to examine the German system of hiring professors. Other sections of the monograph discuss incentive structures and their design, particularly the tension between research and teaching, and the profound influence that tenure has on collective bargaining between faculty associations or unions and university administration. The final chapters offer suggestions for reform and discuss some of the implications. (Contains 56 references.) (SM)

ED 442 318   HE 032 888

Davies, Kimberly, S.; Besemer, Susan P.
The Tower Lounge Alternative: A Library's Effort To Confront Student Drinking by Offering Extended Library Hours and Special Cultural Programming.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Abuse; College Libraries; College Students; Higher Education; Library Role; Program Evaluation; *Recreational Activities; Student Behavior
IDENTIFIERS- *Binge Drinking; *Extended Campus Library Services; State University of New York Coll at Fredonia

The need to provide out-of-class options to students and to deal with student drinking led librarians at the State University of New York College at Fredonia to propose expanding library hours and implementing a cultural program series on Friday evenings. The project's goals were to foster support for academic programs and to offer students an alternative to spending Friday evenings binge drinking. Seven cultural programs, on topics ranging from gender issues in contemporary society to a discussion about summer research on asteroids at NASA in Houston, were offered. The extended hours were maintained on a pilot basis for 8 weeks. Program attendance and library usage were established as criterion measures, and data were collected using a people counter at the library's entrance and tally sheets at the reference and circulation desks. Evaluation forms were prepared for the cultural programs and distributed at the end of each program. Results revealed that all performance criteria except number of reference questions asked were met or exceeded. The programs were well-attended, and evaluations were consistently high. Comments on evaluation forms asked that the cultural programming be continued and that extended hours be offered on Saturdays and during the week as well as on Friday evenings. Evaluation and attendance data are appended. (SM)

ED 442 319   HE 032 889

University of Rhode Island Fact Book, 1997-98.
PUB DATE- 98
NOTE- 77p.; For the 1998-99 Fact Book, see HE 032 890.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

customer satisfaction, more than 4 million direct loan records have been processed and over 1 million updates applied since winter 1999; that 84 percent of school certifications have been processed within the 120-day standard; and that a Web-based function which provides accurate and timely information on the Free Application for Federal Student Aid (FAFSA) has been implemented. For objective 2, reduce the overall cost of delivering student aid, it is noted that electronic processing of FAFSA has increased by 25 percent; that new electronic billing for direct loan borrowers eliminates the need for paper documentation; that the design of the new financial system is on track; and that a draft design for new technical architecture has been completed. For objective 3, employee satisfaction, the report notes that SFA is now providing training to its employees on a wide range of subjects; that it is in the process of identifying the top five employee satisfaction issues; and that it is seeking a new Washington, DC location. A two-page checklist of performance plan indicators is included. (CH)

ED 442 340 HE 032 914

Dennison, John D., Ed.; Gregor, Alexander D., Ed.
Bibliography on Higher Education in Canada and Index to the Canadian Journal of Higher Education, 1971-1999. Occasional Papers in Higher Education.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Research; Faculty Publishing; Foreign Countries; Higher Education; Professional Development; *Publications; *Scholarly Journals; *Writing for Publication
IDENTIFIERS- *Canada

This publication combines a 160-item bibliography of Canadian-published articles on higher education and a "Canadian Journal of Higher Education" research article index for 1971-1999. The index is arranged alphabetically by major area as follows: adult and continuing education; community colleges (college-university relationships, history and development, organization and governance, programs, staff, students); curriculum (arts and sciences, evaluation and development, interdisciplinary, language and literacy, prison-based programs, professional education, skill development); distance education; economics; employment; equity, financing (institutional, provincial, public policy, students); government; graduate studies; history, public policy, and the Canadian system; international; management and leadership (academic governance and decision-making, deans, department heads, evaluation and reviews, professional development of administrators, staffing); multiculturalism and cultural diversity; planning and futures (goals/goal setting, institutional planning, program evaluation, statistics and data, system planning); policing; professional education; professorate (characteristics and profiles/employment, collective bargaining/faculty unionization, part-time faculty and teaching assistants, role and functions/professional life, staff development); psychology; research (private sector collaboration, public policy, research administration and development, research grants); scholarly publishing; sociology; students (access and participation, gender, grading and evaluation, graduates, immigrant and minority students, part-time students, retention and attrition, rights and equity, student attitudes and paradigm for distance graduate education; examine the nature of graduate education and the role of graduate administration; and discuss distance graduate education policies and practices, including quality assurance and equivalency, generic institutional policies and practices, faculty issues, organizational issues, program design and delivery, collaborative groups, testing and evaluation, faculty-student interaction, mentoring, student-student interaction, instructional resources, and student support services. A final section discusses distance education outcomes, including student and faculty evaluation, student achievement, and student career outcomes. (Contains 23 print and 6 electronic references.) (RAB)

ED 442 360 HE 032 936

Certificates: A Survey of Our Status and Review of Successful Programs in the U.S. and Canada. A Collection of Papers Presented at the Annual Meeting of the Council of Graduate Schools (37th, Washington, DC, December 1997).
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Certificates; Educational Objectives; Foreign Countries; *Graduate Study; Higher Education; Program Descriptions; *Program Design; Program Proposals; Special Degree Programs; *Student Certification
IDENTIFIERS- Arizona State University; Canada; Indiana University; New Jersey Institute of Technology; Ontario; University of Colorado Boulder

This collection of conference papers examines some of the broad issues as well as specific institutional approaches to postbaccalaureate certificate programs. The first paper, "A Survey of Graduate Certificate Policies, Procedures, and Programs" (Wayne Patterson), reports on a survey of the members of the Council of Graduate Schools (CGS) and their stand on graduate certificate programs. The next four papers analyze programs at specific institutions and illustrate the considerations and challenges presented by certificate programs; they are: (1) "Graduate Certificates at Indiana University and Considerations for Graduate Educators" (Sheila Cooper); (2) "The NJIT Graduate Certificate Program" (Gale Tenan Spak); (3) "Graduate Certificate Programs at Arizona State University" (Blanca L. Bernstein); and (4) "Graduate Certificate Programs at the University of Colorado-Boulder" (Carol B. Lynch). The final paper, "Graduate Diplomas and the Ontario Council on Graduate Studies Appraisal Process" (David Leyton-Brown), analyzes ways bring nondegree graduate study into the appraisal process. Six appendices present data on and brief descriptions of the member institutions of the CGS that have certificate programs, an overview of the New Jersey Institute of Technology graduate certificate offerings, together with a profile of the 1997 class, and the approval process and primary elements of certificate programs proposals at Arizona State University. (RAB)

ED 442 361 HE 032 951

Howe, Richard D.
Salary-Trend Study of Faculty in Accounting for the Years 1996-97

$48,045 for 687 faculty in private institutions was 13.9 percent lower than the average salary for all faculty in all major fields, and, respectively, 1.8 percent per year and 1.5 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 379 HE 032 969

Howe, Richard D.
Salary-Trend Study of Faculty in Economics for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Economics; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for economics faculty at 151 public and 178 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $65,418 for 1,348 economics faculty at public institutions was 14.0 percent higher and the average salary of $68,009 for 916 faculty in private institutions was 24.3 percent higher than the average salary for all faculty in all major fields, and, respectively, 1.5 percent per year and 2.1 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 380 HE 032 970

Howe, Richard D.
Salary-Trend Study of Faculty in Education for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher

Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 398 HE 032 988

Howe, Richard D.

Salary-Trend Study of Faculty in Nursing (R.N. Training) for the Years 1996-97 and 1999-00.

SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.

PUB DATE- 00

NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Nursing; *Nursing Education; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis

IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for nursing (R.N. training) faculty at 180 public institutions and 162 private institutions. The study found that for the 1999-2000 period the average salary of $48,331 for 2,962 nursing (R.N. training) faculty in public institutions and $45,078 for 1,788 nursing (R.N. training) faculty in private institutions were, respectively, 18.7 percent and 21.4 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 2.0 percent per year and 1.6 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 399 HE 032 989

Howe, Richard D.

Salary-Trend Study of Faculty in Occupational Therapy for the Years 1996-97 and 1999-00.

SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.

PUB DATE- 00

NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Occupational Therapy; *Private Colleges; *Public Colleges; Statistical Data; *Teacher effectiveness; and (3) there was a significant effect due to cognitive learning styles. Field-dependent students were more satisfied with their instructors and the course than field-neutral and field-independent students. (Contains about 132 references.) (RH)

ED 442 417 HE 033 014

Ikegulu, T. Nelson
Multicultural and Globalized Education: International Students' Perspective.
PUB DATE- 99
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; College Preparation; Developmental Studies Programs; Educational Counseling; Educational Environment; *Foreign Students; Global Education; High Risk Students; Higher Education; *Holistic Approach; Individual Development; *International Education; *Multicultural Education; Remedial Programs; Student Adjustment; *Student College Relationship; Transitional Programs

This study examined the nature and needs of international students in American higher education within the context of multicultural and globalized educational programs and support services. Most international students are considered developmental upon admission into postsecondary institutions. The success of these students has been attributed to the strength of their previous academic history, socioacademic integration, and institutional affiliation. Most suffer from empty nest syndrome, creating a need for career, familial, and occupational mediators. Successful multicultural educational programs and support services that emphasize developmental education have four holistic characteristics in common: (1) the programs address the whole student and present a whole academic process to the students; (2) in programs that provide remediation and enrichment in basic skills, diagnostic and placement tools are integral components of the academic culture; (3) the programs emphasize comprehensiveness in support services and the organizational structure of the developmental education; and (4) most programs emphasize cultural programming that incorporates students' social and academic integration and institutional affiliation within the institutional environment and instructional climate. Five tables provide international student enrollment data and educational programs and support services designed for specific problems and needs. (Contains approximately 80 references.) (RH)

ED 442 418 HE 033 016

Cardiel, Hugo Casanova
Politicas y Gobierno de la Educacion Superior En American Latina. (Policies and Governance of Higher Education in Latin America). Texas Papers on Latin America. Paper No. 99-02.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Policy; Educational Trends; Foreign Countries; *Governance; Government School Relationship; Higher Education; *International Education; Policy Analysis; Politics

health experiences; females having positive emotional health were more likely to experience a strengthening of beliefs. One unexpected finding was that religious affiliation does not necessarily make a direct difference in students' religious convictions. The study suggests increased student-faculty interactions and support for religious student organizations and activities as ways to strengthen students' religious beliefs. (Contains 25 references.) (CH)

ED 442 438 HE 033 036

Mann, Chris
Using Computer-Mediated Communication To Investigate Gender Identities in Higher Education.
SPONS. AGENCY- Cambridge Univ. (England).
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; Data Interpretation; *Electronic Mail; Foreign Countries; Higher Education; Participant Observation; *Research Design; *Research Methodology; Research Problems; *Sex Differences; Social Class; Social Status
IDENTIFIERS- University of Cambridge (England)

This paper investigated the methodological challenges related to the use of computer-mediated communication (CMC) to investigate the impact of gender identity on student perceptions of university life. This longitudinal research project at the University of Cambridge (England) sought to determine the reasons for the disparity in numbers of first-class degrees awarded to women at Cambridge compared to other United Kingdom universities. The research questions focused on the perspectives/meanings reported by men and/or women within the institution; the different gender choices associated with different values or perspectives on society, with self-concept, and with institutional social processes; and the difference in gender choices and changes over time. The paper examines issues of "democratic exchange" in CMC interviews, and discusses the lack of physical cues, anonymity, and how social status or personality are projected within the constraints of an e-mail exchange. The paper also examines questions of on-line authenticity, noting that electronic networking opens possibilities for deception, and that there was no mechanism to ensure that messages continued to come from the same person over time. The study concludes, however, that rapport via e-mail interviews is possible, and that researchers and participants can find ways to compensate for the loss of embodiment. (Contains 37 references.) (CH)

ED 442 439 HE 033 037

Wang, Winnie
Service Learning: Is It Good for You?
PUB DATE- 00
NOTE- 33p.; Paper prepared for the Annual Meeting of the American Educational Research Association Conference Roundtable (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English

and employment outcomes of secondary-, postsecondary-, and graduate-level study programs in technical fields, the social sciences, and the humanities in 1991-1996. Special attention was paid to the following areas: the economic success of graduates in 1996; rates of return on investment in education in selected fields; employment changes in 1991-96; a case study of the British Columbian labor market; techism and economic development; and the productivity approach and economic development. The study established that computers and information have revolutionized business organization and increased the demand for social science and humanities graduates. Technological advances and the resultant falling cost of information has made the hierarchical organization inefficient and increased the need for workers with the following types of skills and abilities that are cultivated in social sciences and humanities programs: (1) to understand the information generated by computer systems, analyze it, relate it to the world, and act on it; (2) to make critical and independent judgments; and (3) to develop the interpersonal and communication skills needed to deal with clients and work together in self-directing teams. (MN)

ED 441 969 CE 079 679

Review of the Workforce Development System. Report No. 99-34.
PUB DATE- 00
NOTE- 248p.; Exhibit 1.1 may not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; *Delivery Systems; Employment Programs; Employment Services; Job Banks; *Job Training; *Labor Force Development; Partnerships in Education; Postsecondary Education; Program Effectiveness; Program Evaluation; Public Agencies; Secondary Education; State Programs; *Systems Development
IDENTIFIERS- *Florida

A review of Florida's work force development (WD) system focuses on state-level entities and programs involved in providing job training services, workforce education services, and other services to help persons obtain and retain jobs. State-level WD entities consist of 10 state agencies and public-private partnerships, 2 primary state-level boards, and 33 other commissions, boards, and councils. State agencies and 2 primary boards administer 61 WD programs. At the local level, 24 regional WD boards and 24 local Work and Gain Economic Self-Sufficiency (WAGES) coalitions provide access to WD services at 179 1-stop career centers. Florida's current WD system is highly fragmented and impeded with over 270 entities involved in service delivery and planning. Programs overlap in providing the same services and/or serving the same population groups. Service delivery for postsecondary vocational education is divided between school districts and the community college system. At a minimum, incremental streamlining of the system could be achieved through elimination of the WAGES Program State Board and further privatization in the Workers' Compensation Reemployment Services Program. (These appendixes follow the 20-page report: state agencies and public-private partnerships involved in Florida's WD system; state-level commissions, boards, and councils involved; survey of state WD programs; regional WD boards; WD programs providing the same services, serving the same population groups, or providing the same services to the same targeted population groups; and responses to the review.) (YLB)

(120)
DESCRIPTORS- *Adjustment (to Environment); Adult Education; Case Studies; Change Strategies; Educational Change; Educational Environment; *Educational Finance; *Educational Legislation; Educational Policy; Educational Practices; *Educational Vouchers; Federal Legislation; Government School Relationship; Guidelines; *Job Training; Labor Force Development; Nonprofit Organizations; Partnerships in Education; Postsecondary Education; Private Sector; Public Policy; Public Sector; School Business Relationship; Vocational Education; Youth Programs
IDENTIFIERS- *Individual Training Accounts; Job Training Partnership Act 1982; Private Industry Councils; *Workforce Investment Act 1998

This booklet, which is intended for organizations making the transition to individual training accounts (ITAs) under the Workforce Investment Act (WIA), explains how educational and training institutions can make vouchers work for them. After a brief overview of the WIA's main provisions regarding ITAs and the future of voucher programs, the following principles underlying the WIA are discussed: (1) streamlining services; (2) empowering individuals through ITAs; (3) universal access to core employment-related services for all job seekers; (4) increased accountability; (5) a strong role for state and local workforce investment boards and the private sector; (6) state and local flexibility; and (7) improved youth programs. Next, challenges facing practitioners in a changing marketplace are considered. The second half of the booklet details the following six keys for making vouchers work: (1) realize that programs cannot live on vouchers alone; (2) provide job seekers with plenty of choice; (3) market your services to job seekers and One-Stops; (4) establish joint ventures that strengthen your chances of success; (5) focus on long-term employment retention and advancement outcomes; and (6) channel staff and broad concern into creating change. Concluding the booklet are 15 endnotes and a list of 15 organizations concerned with workforce development and job training. (MN)

ED 441 969   CE 080 249

Michelet, Valerie
The Financing of Vocational Education and Training in France. Financing Portrait. CEDEFOP Panorama.
PUB DATE- 98
NOTE- 86p.; Foreword by Sarah Elson-Rogers and Sven-Age Westphalen. For related documents, see: ED 426 273, ED 431 106, ED 431 880, ED 435 795, ED 436 649, CE 080 197 and CE 080 225-226.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; Continuing Education; Developed Nations; Economic Climate; Educational Economics; *Educational Finance; *Educational Legislation; *Educational Policy; Educational Trends; Employment Patterns; Employment Qualifications; Federal Legislation; Federal Regulation; *Financial Support; Foreign Countries; Futures (of Society); Job Search Methods; *Job Training; Labor Market; Postsecondary Education; Public Policy; Public Schools; Resource Allocation; Secondary Education; Tables (Data); Trend Analysis; Unions; *Vocational Education
IDENTIFIERS- *France

This report examines the financing of the two components of France's vocational education and training (VET) system. They

PUB DATE- 99
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Biomedical Equipment; Career Education; Case Studies; Corporations; Education Work Relationship; *Employer Employee Relationship; Employment Level; Employment Patterns; *Employment Practices; Employment Problems; Futures (of Society); Labor Education; Labor Market; Manufacturing Industry; *Personnel Management; Position Papers; Quality of Working Life; Technical Occupations; *Technological Advancement; Trend Analysis; Unions; *Vocational Education; Work Attitudes; *Work Environment
IDENTIFIERS- Impact Studies

This book, which is based on a 7-month ethnographic study of working conditions and employment practices at a biomedical electronics factory, examines the impact that high tech has had on the relationship between management and workers in the manufacturing industry. The following are among the topics discussed in the book's 10 chapters: (1) the nature of high-tech factory work (the organization of production in high-tech firms, union avoidance as a primary management control strategy, promotion opportunities in high-tech production work); (2) the corporate history of biomed (the industry's birth in the 1970s and development in the 1980s, management teams, advisory boards, recent trends); (3) the processes of seeking and beginning work at a factory job; (4) the processes of adapting to high-tech factory work; (5) high-tech labor processes (work attitudes, worker ingenuity, work in different factory departments, technological change and the labor process); (6) the dictatorship of high-tech management (factory discipline, the use of line foremen, time studies, production work reports, management tricks, layoffs, firings); (7) factory life (race, ethnicity, gender, and occupational grouping and factory politics); (8) rank and file discontent; (9) talking union; and (10) prospects for the return of the despotic factory regime. The bibliography lists 211 references. (MN)

ED 441 988   CE 080 276

Phillips, Jack J.
HRD Trends Worldwide: Shared Solutions To Compete in a Global Economy. Improving Human Performance Series.
PUB DATE- 99
NOTE- 400p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Budgets; Case Studies; Comparative Analysis; Computer Uses in Education; Corporate Education; Cost Effectiveness; Definitions; Delivery Systems; *Education Work Relationship; Educational Finance; Educational Needs; Educational Research; Educational Technology; *Educational Trends; *Employment Practices; Foreign Countries; Global Approach; Human Resources; International Programs; Job Performance; *Labor Force Development; Needs Assessment
IDENTIFIERS- Germany; International Surveys; Ireland; Japan; Learning Organizations; Outsourcing; Russia; Saudi Arabia; Singapore; United States

This book, which is intended for individuals involved in developing, delivering, and supporting human resource

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)

DESCRIPTORS- Adult Education; Annotated Bibliographies; *Computer Uses in Education; *Delivery Systems; Distance Education; Educational Benefits; Educational Resources; Educational Trends; Flexible Progression; Foreign Countries; Guidelines; Instructional Design; Instructional Development; *Internet; Models; *Online Systems; Postsecondary Education; Program Costs; Program Evaluation; Resource Materials; Services; Staff Development; Success; Teacher Improvement; Trend Analysis; *Vocational Education; *World Wide Web

IDENTIFIERS- *TAFE (Australia)

This booklet, which is intended for general readers wishing to understand important trends in vocational education and training (VET) in Australia, provides an overview of the basic issues in online delivery of VET. The following topics are discussed in the booklet's first six sections: (1) basic principles of online delivery; (2) benefits and problems of using online delivery; (3) steps in getting started (planning, equipment needed, server hardware, equipment selection, technical support, costs); (4) issues in instructional and interface design; (5) managing student and teacher support; and (6) evaluation. The seventh section lists the steps to ensure the success of online delivery programs: (1) ensure that the online delivery strategy is compatible with the institution's long-term educational goals; (2) select committed, enthusiastic academic and support staff and an effective high-level champion; (3) ensure that a well-developed institutional information technology infrastructure is in place; (4) undertake staff and student training that includes change management and an explanation of how online delivery really works; (5) ensure efficient, 24-hour, 7-day-a-week access to reliable technology with a good user interface and ongoing maintenance of modules; and (6) evaluate what works and what does not. Concluding the booklet are a glossary and 42-item annotated bibliography. (MN)

ED 442 006   CE 080 304

Misko, Josie
Getting to Grips with Self-Paced Learning.
PUB DATE- 00
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)

DESCRIPTORS- Adult Learning; Annotated Bibliographies; Case Studies; Computer Uses in Education; *Distance Education; Educational Research; Educational Trends; *Flexible Progression; Foreign Countries; Guidelines; *Individualized Instruction; *Instructional Development; Learning Processes; Models; Outcomes of Education; *Pacing; Postsecondary Education; Program Effectiveness; Program Implementation; Theory Practice Relationship; Trend Analysis; *Vocational Education

IDENTIFIERS- *TAFE (Australia)

This booklet, which is intended for general readers wishing to understand important trends in vocational education and training, provides insight into how self-paced learning

PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Problems; *Police; Prevention; Victims of Crime
IDENTIFIERS- *Hate Crime

Hate crimes and hate incidents are major issues for all police because of their unique impact on victims as well as the community. This guidebook, designed to be used by police officers, explains the differences between hate crimes and hate incidents and discusses how to respond to both. Specifically, this guidebook examines the following questions: What is a hate crime? Why is it important to respond to hate crimes quickly and effectively? What is an effective police response to hate crimes? What are the key indicators that a hate crime may have been committed? What are the best approaches for working with victims of hate crime? and What is the ongoing role the police play with hate crime victims and the community? Also included is a tear-out pocket guide that summarizes the information included in this guidebook. (MKA)

ED 442 025 CG 029 986

Marijuana: Facts for Teens. Revised.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *Drug Abuse; *Marijuana

This booklet provides teenagers with information concerning the use of marijuana. It is presented in a question/answer format. The following sixteen questions are briefly answered: What is marijuana? How is marijuana used? How long does marijuana stay in the user's body? How many teens smoke marijuana? Why do young people use marijuana? What happens if you smoke marijuana? What are the short-term effects of marijuana use? Does marijuana affect school, sports, or other activities? What are the long-term effects of marijuana use? Does marijuana lead to the use of other drugs? How can you tell if someone has been using marijuana? Is marijuana sometimes used as a medicine? How does marijuana affect driving? If a woman is pregnant and smokes marijuana, will it hurt the baby? What does marijuana do to the brain? Can people become addicted to marijuana? and What if a person wants to quit using the drug? (MKA)

ED 442 026 CG 029 987

Marijuana: Facts Parents Need To Know. Revised.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Drug Abuse; Drug Education; Interpersonal Communication; *Marijuana; *Parents

This booklet is designed to educate parents about marijuana so

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Students; Counseling Effectiveness; Counselor Role; *Counselor Training; Educational Environment; *Higher Education; School Counselors; Student Characteristics; *Student Personnel Services

This book serves as a guide for counselors who are working in higher education and can be used as a resource book for individuals involved in counselor preparation programs. It explores college counseling as a profession, examines the diverse characteristics of today's college students, and details the variety of roles and services provided by college counselors. The book is organized into four sections. Part 1, "The College Counseling Profession," provides an introduction to college counseling as a profession, including its history and current status, diverse institutional settings, and professional preparation. Part 2, "Counseling Today's College Students," presents an overview of the diverse characteristics of today's college students, with special attention to traditional and nontraditional learners, and minority and international students. Part 3, "Today's College Counselor and the Institution," explores the diverse roles and services provided by the counselors and makes recommendations regarding effective practices. Part 4, "College Counselors and the Future," looks at stories from day-to-day life of college counselors and examines ways counselors can maintain wellness amid the demanding environment. The book is designed to provide an overview of the holistic, developmentally-based profession of college counseling and does not duplicate related publications of other authors about specific topics, such as student affairs preparation, techniques for counseling special populations, or cybercounseling. Resources are included that will assist readers in further exploring their interests. (Contains 474 references and 8 appendixes.) (JDM)

ED 442 046 CG 030 105

Little, Sara S.; DiSano, David
Cultural Differences in Self Esteem: A Study of Delinquent Male Adolescents.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Conference of the National Association of School Psychologists (New Orleans, LA, March 28-April 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; Blacks; *Correctional Institutions; *Delinquency; Delinquent Rehabilitation; Ethnicity; High School Students; High Schools; Hispanic Americans; Males; Resilience (Personality); *Self Esteem; Social Indicators; Special Needs Students; Whites
IDENTIFIERS- Latinos; United States (Northeast)

This paper presents a two-part study first undertaken in a juvenile detention facility in the Northeast in order to assess the need for programs to increase self-esteem within the facility. In the first part of the study, a self esteem inventory was administered to incarcerated males aged 14-19. In the second part, the inventory was administered to a comparison sample of youth attending high school in three communities. Scores of this sample were compared with scores from 202 members of the same three ethnic groups (Caucasians, Latinos, African Americans) at the detention center, for a total of 399

ED 442 067 CG 030 211

Leary, Pamela S.
Technology and the Continuing Education of Professional Counselors.
PUB DATE- 00
NOTE- 13p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Counselor Training; Guidelines; Home Study; *Professional Development; *Technology; World Wide Web
IDENTIFIERS- Web Based Training

The counseling profession is at the beginning of a growing trend to utilize computer technology for a widening variety of needs. One of the most important needs is for the delivery of accessible and affordable continuing education. Another need is for more on-line continuing education programs on a wider variety of topics. Transmission and storage of continuing education credits are also areas of need that are currently not being widely addressed. Increasing use of the Internet for continuing education purposes will not diminish the need for live conferences and training but may alter their format to accommodate the need for Internet transmission. This chapter first discusses the history and trends in continuing education in the counseling profession, focusing on home study programs with particular attention to Web-based continuing education. Web sites are then listed and briefly reviewed. Recommendations for those developing continuing education related programs and services are provided. Guidelines for creating continuing education programs on the Internet include surfing to determine what is currently being offered, clear identification, and simple instruction and navigation. Guidelines for continuing education services such as credit storage banks include researching for similar services, carefully gauging financial and staff resources, and getting expert advice on future trends. (MKA)

ED 442 068 CG 030 212

Daniels, M. Harry; Tyler, J. Michael; Christie, B. Scott
On-Line Instruction in Counselor Education: Possibilities, Implications, and Guidelines.
PUB DATE- 00
NOTE- 17p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Counselor Training; Curriculum Development; *Guidelines; Higher Education; *Standards; World Wide Web
IDENTIFIERS- *Online Courses

The transition from face-to-face to on-line instruction illustrates the need for guidelines that can be used to guide the development of courses that will be substantially equivalent to traditional instruction. In 1999 the American Counseling Association approved 27 standards for informing counselor educators of critical issues that require careful consideration of on-line courses. The complete approved standards are represented in this chapter along with brief discussions to help counselor educators and others understand experiences in learning to read. Many types of story reading interactions could have an effect on the development of reading literacy. A study explored the kind of social interactions that foster children's individual development toward independent functioning, especially addressing the consequence of the teacher's story reading style on the memory and comprehension of young children, and what conversational attributes can be determined to affect children's memory and comprehension for stories. Participants were 24 Chicago public school children with a mean chronological age of 5.8; 38% were low income, while 17% were bilingual. Using three books by Mem Fox, three conditions (a control condition, a questioning condition, and a co-construction condition) closely mirroring the story reading styles to young children were tested. The study's data did show beneficial effects for intense one-on-one interaction between an adult and child over a story book reading. The interactions did facilitate the below average ability student's memory and comprehension for stories; these students, however, still recalled less and required more support in the form of prompting than did the average and above average ability students. Additionally, in answering the comprehension questions, the below average students generated fewer inferences and made more incorrect responses than did the average and below average students. (Contains 4 tables of data and 16 references.) (NKA)

ED 442 089 CS 014 003

Learning To Teach Reading: Setting the Research Agenda. A Collection of Papers Presented at the Reading Research 2000 Conference. (Indianapolis, Indiana, April 29, 2000).
PUB DATE- 00
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Beginning Teachers; Educational Environment; Elementary Secondary Education; Higher Education; Instructional Effectiveness; Knowledge Base for Teaching; *Reading Instruction; *Reading Research; Reading Teachers; *Teacher Education; Technology

This collection of abstracts is representative of the sessions presented at the International Reading Association's Reading Research 2000 Conference, held in Indianapolis, Indiana on April 29, 2000. The theme of the conference, "Learning To Teach Reading: Setting the Research Agenda," was a timely one as schools, teachers, states, teacher educators, and policymakers turn their attention to teacher preparation and professional development. Abstracts in the collection are: "Hundreds of Studies Have Shown...: Exaggerating Findings in the Advocacy for Particular Instructional Mandates" (Richard L. Allington); "Teacher Education and Issues of Diversity" (Kathryn H. Au); "Building Reading Expertise in Elementary Teachers" (Marsha R. Berger); "Developing Ownership of Professional Standards" (Jennifer Berne, Taffy Raphael, Barbara J. Diamond, and Susan Florio-Ruane); "Building a School Environment for Professional Development: The Case of Early Literacy" (Robert Calfee); "National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction: Findings, Implementation, and Recommendations. Features of Excellence" (Deborah Eldridge, Rachelle Loven, Joyce C. Fine, George P. Gonzalez, and Alene L. Smith); "National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction: Findings, suggested videos for each journal topic; flexible format for daily entries or weekly assignments; and 45 journal topics for weekly assignments throughout the academic year. (NKA)

ED 442 110 CS 217 152

Lindemann, Erika
Playing in the Archives: Pleasures, Perils, and Possibilities for Teaching.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Archives; Higher Education; *Library Collections; *Library Skills; *Museums; *Research Skills; Writing Assignments
IDENTIFIERS- Document Handling; Document Literacy Skills; *Document Origination Processes

Archival research gives students opportunities to appreciate original documents and artifacts, teaching them how to access materials, to treat them with care, and to invest them with meaning, and demonstrating the partnership researchers develop with librarians. Three suggested writing assignments introduce students to special collections, offering concepts and ways of working that characterize research in several disciplines. The assignments are: (1) document editing; (2) describing, preparing an annotated bibliography, and doing background research for an archival museum object; and (3) research and reconstruction of historical events utilizing primarily newspaper archives and microfilm. The writing assignments are attached. (EF)

ED 442 111 CS 217 159

Beavis, Catherine
Literacy, English, and Computer Games.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Biennial Conference of the International Federation for the Teaching of English (University of Warwick, England, UK, July 7-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Computer Games; *Computer Literacy; *Computer Uses in Education; Elementary Secondary Education; *English Curriculum; Reading Achievement; Sex Differences; *Student Participation
IDENTIFIERS- *Technology Integration; Text Adaptation

A study examined the incorporation of computer games into English classrooms, seeking to explore computer games as text, players' engagement with them, literacies needed, and the interchangeability of traditional and newer technology. Subjects were students enrolled in a coeducational private middle school or a state secondary school, and used two particular computer games that teachers had integrated into English instruction. Results indicated that: (1) digital literacy and the English curriculum can coexist; (2) classroom dynamics were high; (3) logistic difficulties arose; (4) boys

NOTE- 7p.; Also sponsored by the National Trust for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Autobiographies; *Black Literature; High Schools; Language Arts; Lesson Plans; *Racial Discrimination; *Slavery; *United States Literature; Writing Assignments
IDENTIFIERS- *Slave Narratives

This lesson plan introduces students to one of the most widely-read genres of 19th-century American literature and an important influence within the African American literary tradition today. The lesson focuses on the "Narrative of William W. Brown, An American Slave" (1847), which, along with the "Narrative of the Life of Frederick Douglass" (1845), set the pattern for this genre and its combination of varied literary traditions and devices. To help students recognize the complex nature of the slave narrative, the lesson explores Brown's work from a variety of perspectives. Students first consider the narrative as a historical record, examining episodes that describe the conditions Brown lived through as a slave. Next, they examine it as a work of literature, investigating the rhetorical techniques Brown uses to shape his experiences into a story. Third, students consider the work's political dimension, weighing the arguments that Brown presents as an abolitionist spokesman and the degree to which his narrative should be treated as political rhetoric. Finally, students approach the narrative as an autobiography, a work of self-actualization in which Brown charts a spiritual as well as a literal journey to freedom. To conclude the lesson, students produce an essay explaining how Brown's narrative challenged the prejudices of white readers in his own time and how it challenges prejudices today. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (9-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 132 CS 217 180

A Storybook Romance: Dante's Paolo and Francesca. Lesson Plan .
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.
PUB DATE- 00
NOTE- 9p.; Also sponsored by the National Trust for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Characterization; High Schools; Language Arts; Lesson Plans; Literary Criticism; *Literature Appreciation; *Medieval Literature; *Poetry; Writing Assignments
IDENTIFIERS- *Dante (Alighieri); *Divine Comedy

This lesson plan highlights one episode in the "Divine Comedy" to provide students with an introduction to Dante's poem. After a brief introduction to the opening of the "Divine Comedy," which

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 6p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiences; Class Activities; Cultural Activities; Elementary Secondary Education; Foreign Countries; Multicultural Education; *Puppetry
IDENTIFIERS- *Drama in Education; Mali; *Marionettes

This performance guide is designed to help teachers prepare students to see the Sogolon Marionettes performing one of two stories from the West African country of Mali. The guide, called a "Cuesheet," contains four activity sheets for use in class, addressing: (1) About the Performance (offering a performance overview of the stories, and some helpful vocabulary about the stories or puppetry); (2) Getting Ready To See Sogolon Marionettes (locating the country of Mali, discussing the ancient tradition of puppetry in West Africa, exploring the telling of stories without words, discussing the puppets themselves, becoming a marionette oneself, introducing the master puppeteer, and things to watch for during the performance); and (3) Going to the Kennedy Center (helping students understand the important role of the audience in a live performance, and discussing visiting the Kennedy Center). Resources for further exploration are listed. (SR)

ED 442 153 CS 510 342

Selwyn, Karen P.
"Lyle, Lyle, Crocodile": A New Musical Based on the Books by Bernard Waber. Cue Sheet for Teachers.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 6p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiences; Class Activities; Cultural Activities; Elementary Education; *Theater Arts
IDENTIFIERS- *Drama in Education; *Musicals

This performance guide is designed for teachers to use with students before and after a performance of "Lyle, Lyle, Crocodile," a musical based on the books by Bernard Waber, with book by Michael Slade, music by David Evans, and lyrics by Mindi Dickstein. The guide, called a "Cuesheet," contains four activity sheets for use in class, addressing: (1) What Happens in the Story (with a brief summary for students of the story); (2) Getting Ready To See "Lyle, Lyle, Crocodile" (with several activities that each introduces and aspect of musical theatre, including Understanding the Story, From Story to Stage, What's a Musical? Actors Pretend, Props Help Tell the Story, and with background on geography, languages, including some lines from the play); and (3) Going To See "Lyle, Lyle, Crocodile" (discussing the audience's important role in a live theatre performance, and describing visiting the Kennedy Center). Resources for further exploration are listed. (SR)

ED 442 154 CS 510 343

NOTE- 13p.; A condensed version of this report was published as an article in January 1999 by the International Electronic Journal of Leadership in Learning.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Programs; Elementary Secondary Education; Foreign Countries; Partnerships in Education; Public Schools; *School Business Relationship; School Community Programs
IDENTIFIERS- *Rocky View School Division Number 41 AB

Educational partnerships are an important strategy for increasing the authenticity and value of school for future citizens. In addition to the financial benefits that school-business partnerships bring to schools, there are a variety of teaching and learning benefits of making links with the community. This report outlines reasons why schools, businesses, industry, and other agencies should actively pursue educational partnerships, shares examples of successful and valuable educational partnerships, and concludes with an examination of some issues and concerns. The educational partnerships that have contributed to the success of the Galileo Center at banded Peak School in Bragg Creek, Alberta, are also examined. Educators and business representatives should discuss the variety of activities in which they will participate, as well as the mutual benefits of their collaboration. Some examples of partnership activities and school-to-work transition programs that potential partners may be interested in pursuing for mutual benefit include the following: (1) shared computer-based projects; (2) reading and math programs; (3) technical training; (4) guest speakers; (5) displaying and publishing student work; (6) extracurricular connections, and (7) educator and employee workshops. (Contains 24 references.) (DFR)

ED 442 176 EA 030 422

Jacobsen, D. Michele; Gladstone, Brenda
A Report on Educational Partnerships Supporting the Galileo Centre at Banded Peak School in Rocky View School Division.
PUB DATE- 99
NOTE- 12p.; A condensed version of this report was published as an article in January 1999 by the International Electronic Journal of Leadership in Learning.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; Elementary Secondary Education; Foreign Countries; Laboratory Schools; *Partnerships in Education; Public Schools; *School Business Relationship; *School Community Programs
IDENTIFIERS- *Rocky View School Division Number 41 AB

This report describes the school-business partnerships that have contributed to the success of the Galileo Center at Banded Peak School in Bragg Creek, Alberta, in its first full year of operation. It summarizes partnership activities and initiatives that have been implemented in the school and suggests directions for future linkages. The need for joint evaluation of the outcomes of an educational partnership are discussed, as well as ways in which educators and stakeholders can work together for the assessment of partnerships. The Galileo Center stresses the advancement of teaching practices by providing a working professional development school as a site for also describes opposition to for-profit public schools, such as the Edison Project and Beacon Education Management. The growth of schoolhouse commercialism in the period 1997-98 to 1998-99 is explored, including sponsorship of programs and activities and the placing of advertising on school menus. An appendix contains sources, search strategies, search terms, and data tables. (Contains 123 references.) (DFR)

ED 442 196 EA 030 442

U.S. Department of Education Office of Inspector General Semiannual Report to Congress, October 1, 1999-March 31, 2000.
PUB DATE- 00
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audits (Verification); *Compliance (Legal); *Educational Finance; Elementary Secondary Education; *Expenditures; Fraud; Government Publications; *Loan Default; Money Management; Organizational Development; *Paying for College; Postsecondary Education; Public Schools; Student Loan Programs
IDENTIFIERS- Department of Education; Elementary Secondary Education Act Title I

This report describes the activities, accomplishments, and concerns of the Office of Inspector General, U.S. Department of Education, for the 6-month period ending March 31, 2000. The report describes management challenges concerning student financial assistance, including instances of fraud and abuse, concealment of prior defaults, patterns of fraud, information concerning audits and nonfederal audits, higher education programs, financial management and internal controls, and department programs in elementary and secondary education. (Appendices provide a statistical profile, collections from audits and investigations, information regarding investigation services, cumulative prosecutive actions, and information regarding uncompleted corrective action.) (DFR)

ED 442 197 EA 030 443

Challenging the Status Quo: The Education Record, 1993-2000.
PUB DATE- 00
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Educational Improvement; Educational Technology; Elementary Secondary Education; Federal Aid; Government Publications; Higher Education; Illegal Drug Use; *Parent Participation; *Post High School Guidance; Public Schools; *School Choice; School Safety; *Teacher Competencies
IDENTIFIERS- *Clinton Administration; Department of Education

This book presents a historical record of the efforts of the Clinton presidency to deal with and improve public education from the beginning of his inauguration. An introduction outlines the efforts of President Clinton and Vice President Gore: the Clinton-Gore reform agenda, encouraging innovation and reform, building new partnerships, increasing access and opening new pathways to college, and some of the educational challenges ahead. Chapters discuss raising student achievement; strengthening teacher quality; expanding public school choice;

proto-writing, or writing attempt; (9) accumulate Braille books and other materials; (10) make a story box to accompany a Braille or print story; and (11) adapt storybooks by using textured pictures. (Contains 16 references.) (CR)

ED 442 216   EC 307 852

Favazza, Paddy C.
Strategies for Promoting Social Relationships among Young Children with and without Disabilities. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Change; *Attitudes toward Disabilities; Data Analysis; *Disabilities; Early Childhood Education; Friendship; Information Dissemination; Interpersonal Competence; Interpersonal Relationship; *Intervention; Kindergarten; Kindergarten Children; *Peer Acceptance; *Peer Relationship; Qualitative Research

This report details the activities and accomplishments of a 4-year federally supported project concerned with: (1) validating a new strategy designed to promote the social relationships among young children with and without disabilities; (2) creating a training manual for use by teachers to promote acceptance of young children with disabilities; and (3) dissemination of results. Overall results indicated that the intervention with kindergarten students resulted in demonstrated increases in social behavior directed toward peers with disabilities and more acceptance at posttest of children with disabilities on sociometric measures. Change across time was reflected on the Acceptance Scale for Kindergartners. Analysis of qualitative data found benefits in the following areas: greater understanding of individuals with disabilities; greater acceptance of individuals with disabilities and/or individuals who are different; support of reading at home; and improved development of social, language, and play skills. Year-by-year project achievements are reported for procedural objectives, expected outcomes, evaluation results, supplemental information/changes, and budget information. Appended are lists of publication and presentation dissemination activities. (DB)

ED 442 217   EC 307 853

Dorn, Sherman
A History of Special Education in Nashville, Tennessee, 1940-1990. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Advocacy; *Disabilities; *Educational History; *Educational Research; Educational Trends; Elementary Secondary Education; Pilot Projects; Private Schools; Public Education; Regular and Special Education Relationship; *Special Education; *Teacher Effectiveness; Teaching Skills; Trend Analysis

provides information about the types of diplomas available through the Florida public school system and is intended to help parents and students make diploma choices in middle school and beyond as part of yearly transition individualized education program (IEP) meetings. Part 1 explains the requirements for each diploma option, the pros and cons of each option, and choices for students who do not meet requirements for a diploma. Part 2 explains how to choose the best diploma option for a specific child and the role of parent and student on the transition IEP team. Part 3 describes the steps to be taken each year to ensure that a student earns the most appropriate diploma. Part 4 explains how to learn about changes regarding diploma options and graduation requirements. Six appendices provide additional information including: (1) current graduation requirements for a standard diploma; (2) accommodations and modifications; (3) the Sunshine State Standards for a special diploma; (4) acquiring a diploma by passing the Tests of General Educational Development; (5) samples of rating scales for choosing between diploma options; and (6) additional resources. (Contains 26 references.) (DB)

ED 442 237 EC 307 875

Teaching Students Who Are Gifted and Talented. Programming for Students with Special Needs.
PUB DATE- 00
NOTE- 366p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ability Identification; *Academically Gifted; *Creativity; Curriculum Development; Definitions; Educational Philosophy; Elementary Secondary Education; Foreign Countries; Postmodernism; *Student Characteristics; *Talent; Talent Identification; *Teaching Methods
IDENTIFIERS- *Alberta

This guide is intended to help schools and classroom teachers in Alberta provide successful school experiences for gifted and talented students. Section 1 focuses on program administration, including Alberta legislation, policy, and regulations; district administration of programs; and school administration of programs. Section 2 identifies an emerging paradigm which views giftedness as having multiple forms and as being diagnostic, developmental and based more on performance than test results. Also considered are concepts of giftedness as defined by Sidney Marland, Joseph Renzulli, Howard Gardner, Robert Sternberg, Donald Treffinger, Francoys Gagne, Julian Stanley, John Feldhusen, and George Betts. Section 3 focuses on identification with emphasis on inclusive identification processes. Section 4 considers characteristics of creatively gifted students in the visual and performing arts and offers classroom strategies for developing these talents. Section 5 specifically discusses strategies for designing and implementing instruction, including curriculum modification and instructional strategies. Section 6 discusses post-modern theory, its impact on current educational practice, and implications for developing curricula for gifted and talented students. Forty-eight sample forms are appended. Also attached are suggested teaching resources, publishers' addresses, an annotated test inventory, and a listing of support networks. (Contains approximately 400 references.) (DB)

ED 442 256 EF 005 700

Rothstein, Russell Isaac
Networking K-12 Schools: Architecture Models and Evaluation of Costs and Benefits.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Advanced Research Projects Agency (DOD), Washington, DC.
PUB DATE- 96
NOTE- 114p.; Master of Science Thesis, Massachusetts Institute of Technology. For related document by the author, see EF 005 707.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communications; *Cost Estimates; *Elementary Secondary Education; *Internet; Public Schools
IDENTIFIERS- Technological Infrastructure; *Technology Integration

This thesis examines the cost and benefits of communication networks in K-12 schools using cost analysis of five technology models with increasing levels of connectivity. Data indicate that the cost of the network hardware is only a small fraction of the overall networking costs. PC purchases, initial training, and retrofitting are the largest one-time costs for starting the network, and network support is the largest ongoing annual cost that schools must face. Over the first 5 years, support and training together comprise 46 percent of the total costs of networking schools. Costs are significantly reduced when aggregated at the district and state levels due to increased purchasing power. Using the Internet's CNN Newsroom to evaluate the benefits of K-12 networking reveals that students using CNN Newsroom placed more emphasis on the use of computers for school projects than did other students with similarly high access to technology. Lack of training and support was the biggest barrier for teachers and students, highlighting the need for school funding of the human infrastructure in addition to the network infrastructure. (Contains 48 references.) (GR)

ED 442 257 EF 005 707

Rothstein, Russell I.; McKnight, Lee
Technology and Cost Models for Connecting K-12 Schools to the National Information Infrastructure. National Information Infrastructure White Papers.
SPONS. AGENCY- Advanced Research Projects Agency (DOD), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 13p.; For related document by the principal author, see EF 005 700.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communications; *Cost Estimates; *Elementary Secondary Education; Financial Needs; Internet; Public Schools
IDENTIFIERS- *National Information Infrastructure; *Technology Integration

Cost models representing equipment, services, software, and training needs are presented for evaluating the total cost of fully connecting K-12 schools to a national information infrastructure (NII). Analysis indicate that the baseline service required for connecting to the NII will cost $9.4 to $22.0 billion in one-time costs with annual maintenance costs effectively integrated into the EFL curriculum, offering a context for communicative use of the target language. The students had to make English language skills serve their own purposes as they endeavored to cooperatively construct the Web page. Based on the results, further investigation is recommended into the effects of specific steps involved in Web page construction on the social interaction and language learning in the second language classroom. Appendices include suggested EFL Web sites for students to explore, the Internet project questionnaire, and open questions about Web page construction. (KFT)

ED 442 279 FL 026 283

Baker, Colin
A Parents' and Teachers' Guide to Bilingualism. Second Edition. Parents' and Teachers' Guides 1. Bilingualism in Children Series.
PUB DATE- 00
NOTE- 240p.; Foreign address: Multilingual Matters Ltd., Frankfurt Lodge, Clevedon Hall, Victoria Road, Clevedon, United Kingdom, BS21 7HH.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Bilingual Education; *Bilingualism; Code Switching (Language); Elementary Secondary Education; *English (Second Language); Family Environment; Immersion Programs; Internet; Literacy; Low Achievement; Multilingualism; Parent School Relationship; Parent Teacher Cooperation; Second Language Instruction; Second Language Learning; World Wide Web
IDENTIFIERS- Two Way Bilingual Education

This guide, written in a question-and-answer format, provides basic information on bilingualism and raises practical issues in plain, clear, and direct language. It is written for both monolingual speakers who want to consider bilingualism and bilingual speakers who want to become better informed. Many of the ideas and perceptions in the first edition have been extended and enriched in this second edition. Revised and extended topics include the following: the advantages of bilingualism, language mixing, trilingualism, and identity problems. In addition, a range of new material has been added, including the influences of the World Wide Web and the Internet on bilingualism; the benefits for children who have a less well developed second language, mixed- language marriages, and language strategies with an adopted child. The book is divided into six sections covering questions relating to family, language development, language problems, reading and writing, education (including subsections on bilingual education, achievement and underachievement, language in the classroom), and summary and concluding questions that do not fit neatly into the other categories. In addition to numerous tables, figures, charts, photographs, and diagrams, an epilogue, glossary, and index are also included. (KFT)

ED 442 280 FL 026 284

Cheng, Liying
Washback or Backwash: A Review of the Impact of Testing on Teaching and Learning.

classroom. Finally, suggestions are made for how Japanese teachers of English can adapt the focus on form theory in the Japanese high school ESL classroom. It is concluded that good judgment by the ESL teacher is crucial to find the proper balance between form- and meaning-focused instruction. Notes, references, and appendices are included. (Contains 29 references.) (KFT)

ED 442 298 FL 026 312

Garrott, Carl L.
The Bottom-to-Top versus the Redundancy Models: A Comparison of Two Four-Semester Sequences in Spanish.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; High School Students; Higher Education; Interviews; Language Research; *Models; *Oral Language; Second Language Instruction; Second Language Learning; Secondary Education; *Spanish; Standardized Tests; *Teaching Methods; Testing
IDENTIFIERS- ACTFL Proficiency Guidelines; Oral Proficiency Testing

This study provides some evidence of significant differences between the Redundancy and Bottom-to-Top Models in sequencing four-semester elementary and intermediate Spanish courses using the ACT Spanish Test Form 1 as the dependent variable. T-test results of independent samples (unequal variances model) were 0.056. Results also indicated that there were no significant differences in measures of interview tasks among second language subjects after the four-semester sequence in Spanish. The investigator found that both university sites adhered to American Council on the Teaching of Foreign Languages guidelines, therefore subjects scored similarly on the Oral Proficiency Interview (OPI). The study also found that at the end of the four-semester sequence, subjects scored Intermediate Mid (IM) on the OPI and confirmed previous research in French and German study using undergraduate subjects and high school students after 4 years of Spanish study. (Contains 19 references.) (KFT)

ED 442 299 FL 026 313

Suleiman, Mahmoud F.
The Process and Product of Writing: Implications for Elementary School Teachers.
PUB DATE- 00
NOTE- 11p.; Portions of this paper presented at the California Association for Bilingual Education Conference (San Francisco, CA, March 20-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education Programs; Elementary Education; *English (Second Language); Language Arts; Reading Instruction; Second Language Instruction; Second Language Learning; *Writing (Composition); *Writing Instruction; Writing Processes

This paper provides a summary of well established, conventional thinking on the importance of writing to the language learning process. Writing is a central element of language. Any reading

PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Admission; *College Faculty; *Degrees (Academic); *Educational Facilities; *Educational Finance; *Enrollment Trends; Foreign Students; Graduate Study; Higher Education; Tables (Data); Tenured Faculty; Tuition
IDENTIFIERS- University of Rhode Island

This 10th edition of the University of Rhode Island Fact Book is part of a continuing effort to record and provide pertinent information about the university to its community. The Fact Book provides answers to frequently asked questions about the university and presents an historical perspective by including data that describe the university for the 10-year period 1987-97. The seven chapters provide data on: (1) enrollment, including undergraduate/graduate enrollment by tuition status, gender, and campus; multicultural and international enrollments, and undergraduate majors; (2) admissions, including total, in-state, and out-of-state freshmen acceptances, transfer students, and high school class rank; (3) degrees, including degrees conferred by college, level, and gender; (4) faculty, including tenure track faculty by college and gender, faculty by tenure status, rank, and gender, and average faculty salary by rank; (5) tuition and fees, including tuition and mandatory fees 1997-98, full-time student expenses, trends in undergraduate student charges; (6) finance, including combined revenues, statement of revenues and expenditures, state appropriation history, and endowment funds; and (7) facilities, including facilities at Kingston campus, university library statistics, and undergraduate housing. (SM)

ED 442 320 HE 032 890

University of Rhode Island Fact Book, 1998-99.
PUB DATE- 99
NOTE- 77p.; For the 1997-98 Fact Book, see HE 032 889.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Admission; *College Faculty; *Degrees (Academic); *Educational Facilities; *Educational Finance; *Enrollment Trends; Foreign Students; Graduate Study; Higher Education; Tables (Data); Tenured Faculty; Tuition
IDENTIFIERS- University of Rhode Island

This 11th edition of the University of Rhode Island Fact Book is part of a continuing effort to record and provide pertinent information about the university to its community. The Fact Book provides answers to frequently asked questions about the university and presents an historical perspective by including data that describe the university for the 10-year period 1988-98. The seven chapters provide data on: (1) enrollment, including undergraduate/graduate enrollment by tuition status, gender, and campus; multicultural and international enrollments, and undergraduate majors; (2) admissions, including total, in-state, and out-of-state freshmen acceptances, transfer students, and high school class rank; (3) degrees, including degrees conferred by college, level, and gender; (4) faculty, including tenure track faculty by college and gender, faculty by tenure status, rank, and gender, and average faculty salary by rank; (5) tuition and fees, including tuition and mandatory fees 1998-99, full-time student expenses, trends in undergraduate student charges; (6) finance, including combined revenues, statement of revenues and expenditures, state appropriation history, and endowment funds; and (7) facilities, including facilities at Kingston campus, university library statistics, and undergraduate housing. (SM) behavior, the undergraduate experience, transition to work); teaching and learning (andragogy, instructional development, instructor and course evaluation, library use, prior learning assessment and recognition, self-directed study, student development and attainment, student evaluation and examinations, teaching and learning technologies, teaching and research, teaching assistants, the management of teaching). (CH)

ED 442 341   HE 032 915

Eckel, Peter D.
Decision Rules Used in Academic Program Closure: Where the Rubber Meets the Road.
PUB DATE- 00
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cost Effectiveness; *Decision Making; Decision Making Skills; Educational Planning; Evaluative Thinking; Higher Education; Judgment Analysis Technique; Problem Solving; *Program Evaluation; *Program Termination; Research Universities; Retrenchment; Systems Approach
IDENTIFIERS- *Decision Rules

This study examines, from an organizational perspective, decision rules guiding program discontinuance, testing the framework of decision rule rationality versus action rationality. A multi-site case study method was used; interviews were conducted with 11-16 individuals at each of four research I or II universities that had discontinued at least two academic programs within the last seven years. In addition to the interview data, other materials such as meeting minutes, institutional reports, speeches, and newspaper accounts were examined. Data analysis identified within-case and cross-case decision rules used. The study found that decision rules identified programs with weak or novice leaders, with low numbers of students and faculty, and which were not central to the "college's" mission. The study also suggests that most of the decision criteria are not used to select programs for closure; instead, programs closed were those that had few supporters and were unable to generate adequate political clout. Program closure also had little to do with external demand for graduates, anticipated enrollments, or internal demand for courses. Findings suggest instead that closure is based on action rationality rather than decision rationality. Appended are lists of programs closed and tables of criteria and decision rules by institution. (Contains 49 references.) (CH)

ED 442 342   HE 032 916

Schwartz, Bill N., Ed.; Ketz, Edward, Ed.
Advances in Accounting Education: Teaching and Curriculum Innovations, Volume 2.
PUB DATE- 00
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Accounting; *Business Education; College Faculty; Cooperative Learning; *Critical Thinking; Curriculum Design; Ethics; Higher Education; Learning Strategies; Problem Solving;

and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accounting; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 2,037 accounting faculty at 211 public institutions and 1,020 faculty at 221 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $69,919 for accounting faculty in public institutions and the average salary of $67,619 for faculty in private institutions were, respectively, 21.3 percent and 23.6 percent higher than the average salary for all faculty in all major fields, and, respectively, 1.7 percent per year and 2.8 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 362 HE 032 952

Howe, Richard D.
Salary-Trend Study of Faculty in Administrative Assistant and Secretarial Services for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Secretaries; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Administrative Assistants; *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 139 administrative

Education; Intellectual Disciplines; *Preservice Teacher Education; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 and the trend year of 1999-2000. This portion of the study covers salary data for teacher education faculty at 168 public and 247 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $54,062 for 3,843 teacher education faculty at public institutions was 6.2 percent lower and the average salary of $49.297 for 2,009 faculty in private institutions was 11.0 percent lower than the average salary for all faculty in all major fields, and, respectively, 1.4 percent per year and 1.5 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 381 HE 032 971

Howe, Richard D.
Salary-Trend Study of Faculty in Education Administration and Supervision for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Educational Administration; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; *Supervision; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 888 education administration and supervision faculty at 110 public institutions and 159 faculty at 37 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $55,435 for education administration and supervision faculty in public institutions

Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for occupational therapy faculty at 22 public institutions and 40 private institutions. The study found that for the 1999-2000 period the average salary of $49,202 for 160 occupational therapy faculty in public institutions and $45,778 for 224 occupational therapy faculty in private institutions were, respectively, 16.6 percent and 19.5 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 1.3 percent per year above and 0.3 percent per year below the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 400 HE 032 990

Howe, Richard D.
Salary-Trend Study of Faculty in Parks, Recreation and Leisure Studies for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Leisure Education; *Private Colleges; *Public Colleges; *Recreation; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index; *Parks and Recreation Professionals

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for parks, recreation and leisure studies faculty at 56 public institutions and 24 private institutions. The study found that for the 1999-2000 period the average salary of $52,808 for 409 parks, recreation and leisure studies faculty in public institutions and $45,353 for 91 parks, recreation and leisure studies faculty in private institutions were, respectively, 8.7 percent and 20.6 percent lower than the

of Education
IDENTIFIERS- *Latin America

Higher education is undergoing a complex process of transformation at the international level. This transformation is based especially in the fields of policies and governance of higher education institutions. In Latin America this trend has been growing since the 1980s, and higher education is undergoing a strong modification in its processes and structures. The first part of this essay offers a conceptual framework about the policies and governance of higher education from a comparative perspective. The second part examines the changing trends in Latin America and examines the cases of six higher education systems. The final portion of the essay addresses perspectives and future trends. (Contains 38 references.) (Author/RH)

ED 442 419 HE 033 017

Christian, Maria E.
Traditional versus Non-Traditional University Students: Does Age Determine Learning?
PUB DATE- 00
NOTE- 24p.; Master of Science Study, Northeastern State University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; Achievement Rating; *Age Differences; *College Students; Higher Education; *Nontraditional Students; Statistical Analysis; Student Characteristics; *Student Evaluation

This study investigated how students over the age of 30--nontraditional students--performed in the university setting compared to traditional students (under age 30). Overall classroom performance was evaluated by teacher-made assessments for the two groups of students, who were enrolled in an undergraduate technical writing course during the spring semester 2000. The population consisted of 6 students over age 30 and 15 students under age 30. Although sex was not a factor in the study, 8 students were female and 13 were male. Students were majoring in a variety of subjects. The mean mid-semester percentage score for the students over age 30 was 89; for those under age 30 it was 86. A "t" test score of .857 and 19 df indicated no significant difference between the traditional and nontraditional students. (Contains 20 references.) (RH)

ED 442 420 HE 033 018

Shulman, Lee S.
Fostering a Scholarship of Teaching and Learning.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Louise McBee Lecture, University of Georgia (10th, Athens, GA, October 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Finance; *Educational Research; Educational Researchers; Higher Education; Research and Development; *Scholarship; Teacher Associations; *Teacher Role; *Teaching (Occupation); Writing for Publication
IDENTIFIERS- American Association for Higher Education; *Carnegie Foundation for Advancement of Teaching

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Career Development; Community Services; *Experiential Learning; *Field Instruction; Field Trips; Higher Education; Individual Development; *Outreach Programs; Self Actualization; *Service Learning; *Student Development; Student Participation
IDENTIFIERS- *University of California Los Angeles

This study explores the relationship between elements of the service learning pedagogy and the self-development of students. The study focuses specifically on undergraduates who participated in a career-based outreach program (CBOP) at the University of California, Los Angeles. Observers followed four student fellows enrolled in a Community Service Learning for Student Achievement in fall/winter 1998-99 as they attended lectures and discussion groups and visited field sites. The data included weekly ethnographic field notes prepared by the observers, as well as one-on-one interviews with students. Three self-development outcomes emerged from the data: a commitment to loving people and loving the community; self-empowerment; and the quest to find purpose and meaning. Course elements that were influential in contributing toward self-development of undergraduates included the role of the professor, lecture content, discussions, and the field experience. Two appendixes include the interview protocol and a list of optimal learning principles. (Contains 40 references.) (CH)

ED 442 440 HE 033 038

Nesler, Mitchell S.
Factors Associated with Retention in a Distance-Based Liberal Arts Program.
PUB DATE- 99
NOTE- 12p.; Paper presented at the North East Association for Institutional Research Conference (26th, Newport, RI, November 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Access to Education; Adult Education; College Attendance; Degrees (Academic); *Distance Education; Dropout Research; Enrollment Management; *External Degree Programs; Higher Education; Independent Study; Institutional Characteristics; *Liberal Arts; Majors (Students); Nontraditional Education; Open Universities; School Demography; *School Holding Power; Student Attrition; Student Characteristics
IDENTIFIERS- *Regents College NY

This study, conducted by Regents College (New York), a virtual university founded to serve the needs of adult learners, sought to determine factors associated with student retention in an external degree program. Assessment data for students enrolled in the Regents College undergraduate liberal arts program was derived solely from the student database for cohorts over a time period from July 1988 through June 1998. A wide range of demographic, academic, financial, and administrative variables that might be related to retention were examined. The study found that retention in the liberal arts program was influenced by demographic characteristics such as educational background, ethnicity, gender, military status, and the number and types of

ED 441 950   CE 080 188

Mikulecky, Larry
Developing and Teaching in Workplace Literacy Programs.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the International Reading Association (Indianapolis, IN, May 3, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; Curriculum; *Curriculum Development; *Education Work Relationship; *Educational Needs; *Educational Research; Literacy Education; On the Job Training; *Reading Instruction; *Workplace Literacy

Three areas of research are particularly important for educators concerned with literacy in the workplace. The areas are the following: (1) the National Adult Literacy Survey results that show that for many workers there are gaps between limited literacy abilities and the new literacy demands present in the most promising jobs; (2) 2 decades of studies that demonstrate the benefits of functional context literacy instruction, which matches instruction to settings and materials with which learners have daily contact; and (3) several detailed case studies that focus upon the dangers inherent in simplistic approaches to designing workplace literacy instruction. The implications of this research for educators are that there is a broad population in need of support to handle the literacy requirements of the new workplace, that there is a need for multi-level programs, and that learners should be involved in planning their instruction. (Contains 11 references.) (KC)

ED 441 951   CE 080 189

Fink, Rosalie P.
Gender, Self-Concept, and Reading Disabilities.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Females; *Intellectual Development; Learning Disabilities; Males; *Reading Difficulties; Reading Habits; Reading Improvement; *Reading Instruction; Reading Interests; Reading Research; *Resilience (Personality); *Self Concept; Sex Differences; *Success; Womens Education

A study of highly successful men and women with reading disabilities used a developmental approach to investigate how, and under what conditions, males and females with reading disabilities develop high literacy levels and resilient self-concepts. The 60 participants in the study included a Nobel laureate, a member of the National Academy of Sciences, and other leaders and professionals in a variety of careers that require extensive reading (i.e., medicine, law, business, and the arts and sciences). The participants self-reported learning disabilities or reading difficulties and were interviewed using 20 questions; background information was also gathered about them. The study found that the participants demonstrated are initial vocational training (IVT), which includes upper secondary and short forms of higher education, and continuing vocational training (CVT), which aims to help workers adapt to changes in working techniques and conditions and promote their social advancement. The following are among the topics discussed in parts 1-5: (1) funding mechanisms for training (trends in the French economy; trends in employment and training policy; collective agreements; laws/decrees and the Labour Code; public authorities; joint sectoral bodies); (2) IVT (sources of funds for IVT at schools, apprenticeship, alternance training contracts, and vocational training trainees; resource distribution mechanism; outlook); (3) sources of funding for CVT and distribution of resources for funding the training of private-sector employees and civil servants; (4) funding of training for job seekers and distribution of the training funds through role sharing between the central government and regions and through partnerships between the social partners, the government, and the regions; and (5) the future of VET funding. Thirty-nine tables/figures are included. Appended are the following: main legislation and regulations on continuing vocational training; 10 additional tables; and a glossary. (MN)

ED 441 970   CE 080 253

Simpson, Ormond
Supporting Students in Open and Distance Learning. Open and Distance Learning Series.
PUB DATE- 00
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Advising; Adult Students; Check Lists; Classroom Techniques; Computer Uses in Education; Correctional Education; Counseling Services; Definitions; *Delivery Systems; *Distance Education; *Educational Practices; Educational Quality; Educational Technology; Educational Trends; Educationally Disadvantaged; Enrollment Management; Foreign Countries; Foreign Students; Futures (of Society); Guidelines; Helping Relationship; *Instructional Development; Models; Nontraditional Students; *Open Education; Open Universities; Postsecondary Education; Questionnaires; School Holding Power; Skill Development; Social Services; Social Support Groups; Special Needs Students; Staff Development; Student N *Student Support Services; *United Kingdom
IDENTIFIERS- *Student Support Services; *United Kingdom

This book, which is intended for individuals involved in recruiting and teaching students in open and distance learning (ODL) situations, examines academic and nonacademic student support issues in ODL. The following are among the topics discussed in the book's 14 chapters: (1) models and definitions of ODL systems; (2) rationale for student support; (3) advising (advising activities, advising qualities and skills, assessment, advocacy, and administration); (4) teaching activities and styles; (5) delivering student support at a distance (in writing, by phone, via audiovisual media); (6) delivering student support by computer; (7) delivering student support face to face (one-to-one and group academic and nonacademic support); (8) student support outside the institution (interest in and sources of outside support); (9)

development (HRD) programs, discusses worldwide HRD trends that were identified in a study of the HRD practices in 35 countries. Chapter 1 discusses the importance of the HRD trends identified and explains how they were identified. Chapters 2-17 are each devoted to one of the top 16 HRD trends, which are as follows: training linked to the organization's strategic direction; increased emphasis on needs assessment and analysis; emphasis on training's role in performance improvement; increased acceptance of corporate universities; rapid changes in training delivery; shared responsibility for training; use of systematic evaluation processes to measure training's effectiveness; increased measurement of return on investment; closer monitoring of training costs; conversion of training and development functions to a profit center concept; bigger training and development budgets; adoption of the learning organization concept; partnerships between training staff and line management; greater use of technology in training; more training designed for global use; and more outsourcing of training to contractors. Chapter 18 outlines four steps for working with the trends. Seventy-four tables/figures are included. Most chapters include substantial bibliographies. The top 16 and second 16 global HRD trends are appended. (MN)

ED 441 989   CE 080 277

Barnow, Burt S., Ed.; King, Christopher T., Ed.
Improving the Odds: Increasing the Effectiveness of Publicly Funded Training.
SPONS. AGENCY- National Council on Employment Policy, Washington, DC.
PUB DATE- 00
NOTE- 364p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Cost Effectiveness; Disadvantaged; Dislocated Workers; Dropouts; Economic Climate; *Education Work Relationship; Educational Change; *Educational Improvement; Educational Needs; Educational Policy; Educational Quality; Educational Research; Educational Trends; Employment Patterns; Employment Programs; Federal Legislation; Federal Programs; Futures (of Society); *Government School Relationship; Industrial Training; *Job Training; Labor Market; Labor Needs; Literature Reviews; Minority Groups; Needs Assessment; Outcomes of Education; Policy Formation; Postsecondary Education; Program Development; Program Effectiveness; Public Education; *Public Policy; Public Sector; Research Customized Training; Impact Studies; Job Training Partnership Act 1982; *Training Effectiveness; Welfare to Work Programs
IDENTIFIERS- Customized Training; Impact Studies; Job Training Partnership Act 1982; *Training Effectiveness; Welfare to Work Programs

This book, which is intended for policymakers, administrators, and researchers, contains 13 research papers and reviews of the literature on increasing the effectiveness of publicly funded training. The following papers are included: "Publicly Funded Training in a Changing Labor Market" (Burt S. Barnow, Christopher T. King); "The Economic, Demographic, and Social Context of Future Employment and Training Programs" (Frank Bennici, Steven Mangum, Andrew M. Sum); "Welfare Employment Programs: Impacts and Cost-Effectiveness of Employment and Training Activities" (Lisa Plimpton, Demetra Smith Nightingale); "The Impact of Job Training Partnership Act Programs for Adult Welfare Recipients" (Jodi Nudelman);

programs are being implemented in Australia and how teachers and students evaluate their effectiveness. The following topics are discussed in the first booklet's first seven sections: (1) factors affecting how new information is learned (suitable environment; readiness to learn; analyzing, interpreting, and manipulating the information; attention; feedback; repeated and varied practice; prompting; storing the information); (2) case studies and other research on self-paced learning in external studies programs; (3) technology-based learning for remote students; (4) campus-based self-paced learning programs; (5) the question of whether increased flexibility leads to better outcomes; (6) responsibility for learning; and (7) lessons learned regarding teachers and students best suited to self-paced learning. Presented next is a model for implementing self-paced learning programs that consists of the following nine phases: (1) create a climate for change; (2) identify program needs; (3) set goals and objectives; (4) identify resources to be used; (5) develop learning materials; (6) prepare students for learning; (7) implement the learning program; (8) monitor student progress; and (9) evaluate the program. Concluding the booklet is a 31-item annotated bibliography. (MN)

ED 442 007   CE 080 305

Misko, Josie
Getting to Grips with Work Experience.
PUB DATE- 00
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Budgets; Compliance (Legal); Cooperative Planning; Decision Making; Definitions; Delivery Systems; Educational Objectives; Educational Practices; Educational Research; Educational Trends; *Experiential Learning; Foreign Countries; Instructional Development; Instructor Coordinators; Job Training; Needs Assessment; Partnerships in Education; Postsecondary Education; Program Development; Program Evaluation; Records (Forms); *School Business Relationship; Secondary Education; Special Needs Students; Student Evaluation; *Student Placement; Teacher Role; Technical Writing; Training Methods; Trend Analysis; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Australia

This booklet, which is intended for individuals responsible for organizing student placements in work experience programs in Australia, provides an overview of the basic issues regarding work experience programs. The following are among the topics discussed in the 14 sections: (1) understanding the characteristics and purposes of industry placements (general work experience placements, vocational placements); (2) reviewing research findings; (3) identifying needs and objectives (identifying needs, setting objectives, describing goals and objectives); (4) planning placements (deciding who will be involved, fulfilling legal and insurance obligations, developing budgets, involving employers in planning placements, catering to students with special medical conditions); (5) clarifying student and employer expectations; (6) organizing placements (exploring student preferences, resources and information sessions; (7) arranging placements (school- versus student-negotiated placements); (8) communicating information that they can communicate with their children in a way that will prevent drug abuse. The information is presented in a question/answer format. The following 25 questions are addressed: What is marijuana? What are the current slang terms for marijuana? How is marijuana used? How many people smoke marijuana? How can I tell if my child has been using marijuana? Why do young people use marijuana? Does using marijuana lead to other drugs? What are the effects of marijuana? What happens after a person smokes marijuana? How long does marijuana stay in the user's body? Can a user have a bad reaction? How is marijuana harmful? How does marijuana affect driving? What are the long-term effects of marijuana? What about pregnancy? What happens if a nursing mother uses marijuana? How does marijuana affect the brain? Can the drug cause mental illness? Do marijuana users lose their motivation? Can a person become addicted to marijuana? What is "tolerance" for marijuana? Are their treatments to help marijuana users? Can marijuana be used as medicine? and How can I prevent my child from getting involved with marijuana? Also presented is a section on talking with children about marijuana. (Includes 11 resources.) (MKA)

ED 442 027 CG 030 019

Wolfe, David A.
Child Abuse: Implications for Child Development and Psychopathology. Second Edition. Developmental Clinical Psychology and Psychiatry, Volume 10.
PUB DATE- 99
NOTE- 140p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; *Child Abuse; *Child Development; Children; Family Involvement; Intervention; Prevention; Psychopathology; Social Influences; Theories

This book examines the role child abuse plays within a victim's individual development from childhood through their adult life. It begins by describing the different types of child abuse, prevalence rates, and risk factors. It also describes four types of child maltreatment that include: physical abuse, neglect, sexual abuse, and emotional abuse. The focus then turns to the full range of influences of abuse on development, including the emotional, cognitive, academic, and social consequences in childhood and adolescence. The long-term effects of abuse on adult functioning and psychopathology are detailed as well. Many topics are woven together to convey the role of parenting style, marital adjustment, stress in the home, cross-cultural influences, poverty, and others on child abuse and its effects. Prevention is detailed as well as a way to redress the many problems raised by abuse. This book uses theory and research to convey the importance of multiple contextual influences that affect abuse and can be used to ameliorate it. Included are an author index and a subject index. (Contains 365 references.) (MKA)

ED 442 028 CG 030 023

New Directions from the Field: Victims' Rights and Services for the 21st Century.
PUB DATE- 98
NOTE- 451p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.

participants. Findings suggest that there was no evidence to indicate that male juvenile delinquents suffer from low self-esteem, and neither was there evidence to indicate that they suffer from high self-esteem. They report that a comparison of self-esteem scores of incarcerated male juveniles with their nondelinquent counterparts suggest that there is an interaction between ethnicity and incarceration. Overall, results suggest that a single approach to raising (or lowering) self esteem among male juvenile delinquents of any ethnicity is ill-advised. (Contains 20 figures, 8 tables, and 14 references.) (JDM)

ED 442 047 CG 030 191

Bloom, John W.; Walz, Garry R.
Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium.
PUB DATE- 00
NOTE- 485p.; For individual chapters, see CG 030 192-218.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accreditation (Institutions); Career Development; Certification; *Counseling; Counselor Training; *Counselors; Distance Education; Ethics; Evaluation; High Schools; Higher Education; Human Services; *Internet; Middle Schools; Professional Development; Technology; World Wide Web
IDENTIFIERS- *Online Counseling

This book is designed to assist counselors in becoming better informed about cybercounseling so that they can decide for themselves what their personal opinion is on its worth and use. It describes current practices that will give a glimpse as to the behavioral health professions in the future. The book contains the following chapters: (1) "Historical Context: The Relationship of Computer Technologies and Counseling" (P. Granello); (2) "Managing Technology Wisely: A New Counselor Competency" (J. Casey); (3) "Expanding Professions Globally: The United States as a Marketplace for Global Credentialing and Cyberapplications" (T. Clawson); (4) "The Internet: Blessing or Bane for the Counseling Profession?" (J. Harris-Bowlsbey); (5) The Odyssey of a Technologically Challenged Counselor Educator Into Cyberspace" (D. Brown); (6) "Using Cyberspace to Enhance Counselors' Cultural Transcendence" (J. McFadden and M. Jencius); (7) Cybercounseling and Empowerment: Bridging the Digital Divide" (C. Lee); (8) "Coping With Loss and Grief Through On-Line Support Groups" (J. Gary and L. Remolino); (9) "Interactive Career Counseling in Middle and Secondary Schools: Integrating the Use of the Internet Into School Career Development Programs" (J. Refvem, J. Plante, and W. Osborne); (10) "Using the Web for Distance Learning" (M. Altekruse and L. Brew); (11) "Electronic Delivery of Career Development University Courses" (M. Peterson); (12) "The International Career Development Library: The Use of Virtual Libraries to Promote Counselor Learning" (G. Walz and L. Reedy); (13) "Electronic Portfolios in Counselor Education" (J. Lewis, D. Coursol, and K. Herting-Wahl); (14) "Professional Publication in Cyberspace: Guidelines and Resources for Counselors Entering a New Paradigm" (M. Jenglus and M. Baltimore); (15) "The Subjective Experiences of Therapists in Face-to-Face, Video, and Audio Sessions" (S. Day, and P. Schneider); (16) "Skills for On-line Counselling: Maximum Impact at Minimum Bandwidth" (K. Collie, D. Mitchell, and L. Murphy); (17) "Technology-Delivered Assessment: Power, Problems, and Promise" (J. Wall);

the intentions of the authors and contributors and to further promote quality practice in counselor education. The standards address the issues of: course quality, course content/objectives, instructional support, faculty qualifications, instructor/course evaluation, technological standards, and grievance procedures. Concerns related to guideline implementation and on-line course design are also presented. As more becomes known about on-line instruction and what does and does not work for students in counseling programs, or as technological advances enhance the quality of and possibilities for on-line instruction, it will be important to revisit and modify these guidelines. (Contains 16 references.) (MKA)

ED 442 069 CG 030 213

Hughes, Rosemarie Scotti
Cybercounseling and Regulations: Quagmire or Quest?
PUB DATE- 00
NOTE- 19p.; In: "Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium"; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Certification; *Counseling; Distance Education; Ethics; Guidelines; State Regulation
IDENTIFIERS- *Online Counseling; Telemedicine

Regulation of on-line counseling is a complex issue. In telemedicine, some have advocated an international worldwide license. The hurdles are many, such as accommodating the variety of educational standards and legal codes, not to mention determining who will administer this license. It seems that a start might be national counselor certification in cybercounseling, with states accepting that certificate and thus allowing their already licensed counselors to participate in cybercounseling, with the counselor subject to the jurisdiction of the state of license. This chapter discusses the field of telemedicine and its implications for cybercounseling. It then explores central ethical issues in cybercounseling, such as whether or not cybercounseling is really counseling, truth in advertising, confidentiality, duty to warn, competence, and dual relationships. The chapter also discusses current guidelines, distance education, and licensure as they relate to state regulation of cybercounseling. Finally, strategies for the future are explored. These strategies involve underserved populations, state Web sites, professional associations, supplemental cybercounseling, and malpractice insurance. To change the quagmire of cybercounseling into a quest will require risk takers who are willing to be forward thinkers, to embrace technology as having the possibility to positively affect the profession, and thus to bring well-being to a greater number of people. (Contains 37 references.) (MKA)

ED 442 070 CG 030 214

Love, Jeffrey S.
Cybercounselors v. Cyberpolice.
PUB DATE- 00
NOTE- 23p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Implementation, and Recommendations. Beginning Teacher Survey" (Amy Seely Flint, James V. Hoffman, Misty Sailors, and Marg Mast); "The Impact of Professional Standards" (Gary Galluzzo); "Preservice Reading Teacher Education: What's Going On? What Should Be?" (James V. Hoffman); "Using Multimedia Cases and Listservs in Preservice Literacy Education: Connecting What We Know About Good Teaching to Preservice Instruction Using Technology" (Charles Kinzer); "Social Reconstructionism and Agency in One Reading Teacher Education Program" (Rosary Lalik and Ann Potts); "The Status of the Knowledge Base" (P. David Pearson); "The Interface of Standards, Teacher Preparation and Research" (Dorothy S. Strickland); "The CIERA School Change Project: Translating Research on Effective Reading Instruction and School Reform into Practice" (Barbara M. Taylor); "Transitions into Teaching: A Longitudinal Study of Beginning Language Arts Teachers" (Sheila Valencia); and "Partnerships for Success in Teacher Education" (Carmelita K. Williams). Brief biographical sketches of presenters are attached. (RS)

ED 442 090   CS 014 004

Glass, Laurie; Peist, Linda; Pike, Beth
Read! Read! Read! Training Effective Reading Partners.
PUB DATE- 00
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Elementary Education; Literacy; *Parent Participation; *Parent Student Relationship; *Parent Workshops; Parents as Teachers; *Reading Instruction; *Reading Skills; *Reading Strategies
IDENTIFIERS- Learning Environment; *Partner Reading

Based on the premise that by engaging parents as effective partners, teachers and students win at the reading game, this book aims to help teachers tap into all the resources of school and home to maximize children's learning potential. The book provides teachers with a concrete framework for training parents to learn strategic techniques in helping their children read. It includes everything an educator needs to know to conduct a parent workshop: a comprehensive step-by-step guide to facilitate parent workshops; concrete tips to involve parents; communication skills to help parents help students; an overview of the developmental aspects of reading; the role of phonics in the reading process; the use of real literature in reading; a reproducible parent handbook; strategies for helping students with specific reading difficulties; and tips for creating a supportive learning environment. The book is organized in a concise manner, with each chapter self-contained in terms of the concepts and topics discussed, and with references. It is intended for educators, curriculum supervisors, administrators, and anyone who wants to learn how to successfully integrate parents into the development of children's literacy. (NKA)

ED 442 091   CS 014 006

Maberry, Rebecca S.
Verbal Comprehension: Learning To Derive Word Meaning from Context versus Individual Direct Word Instruction.
PUB DATE- 00

were involved most, but in some cases girls were involved equally; and (5) students improved their reading achievement. Findings suggest that the reconstruction of the English classroom needs to proceed in ways that enfranchise all students and that are hospitable to high aspirations. (Contains 41 references.) (EF)

ED 442 112   CS 217 160

Wang, Xiao

Accommodating Marked Features of Ebonics in Freshman Essays: From a Narrative Essay to a Research Paper.

PUB DATE- 00

NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Discourse; *Black Dialects; *Black Students; Class Activities; Classroom Techniques; Community Colleges; Discourse Communities; *Freshman Composition; *Student Needs; Two Year College Students; Two Year Colleges; *Writing Assignments

IDENTIFIERS- *African Americans; Personal Writing

For an educator who teaches English in a multicultural setting, the best way to accommodate marked features of African-American vernacular English (AAVE) in black students' freshman essays is to preserve these features in teaching students narrative writings and guide African-American students to avoid these features in expository (academic) essays such as argumentative essays and research papers. This paper explores classroom research which focuses on how to guide black students in using their personal voices appropriately when writing narrative essays and avoid these features in their expository essays and research papers. Personal interviews were used and classroom activities were designed that engage black students in understanding that their personal voices are acceptable in their discourse communities or in narrative essays but not in academic discourse. Some of the classroom activities involved sequenced writing assignments focusing on AAVE features for an English 1101 class with a majority of black students. The assignments consisted of: (1) a narrative essay; (2) a comparison and contrast essay; (3) an evaluation essay; (4) an argumentative essay; and (5) a research oriented solution essay. This sequenced assignment method has proved to be useful and effective with most of the ebonics-influenced writers in the class. Educators should explain to their students that everyone comes from a different discourse community, but that understanding people from different communities is easier when all can communicate in the communal discourse community: edited American English. (NKA)

ED 442 113   CS 217 161

Werder, Carmen M.

The Wicked Old Witch Is Dead: Getting Rid of a Flawed Writing Exam.

PUB DATE- 00

NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).

portrays Dante as a pilgrim guided by the poet Virgil on a journey through the Christian afterlife toward God, students read Canto 5 of the "Inferno," which comes near the beginning of Dante's descent into Hell. Students refer to a diagram of Dante's underworld to understand the role of Minos at the start of this canto, then analyze Dante's description of the storm-tossed souls he encounters in order to gain further insight into his allegorical method. Next, students identify the famous lovers who set the stage for Paolo and Francesca and consider how they lend a literary dimension to readers' perception of this pair. Finally, students examine Francesca's "confession," comparing the philosophical style in which she first describes her love affair with the story-telling style she uses to describe what actually occurred. At the center of her story is the already-famous love story of Lancelot and Guinevere, and students consider how this story-within-a-story structure reflects on Francesca's own efforts to portray herself as a victim of courtly love. To conclude the lesson, students compare the effect that Lancelot's story had on Paolo and Francesca with the effect their story has on Dante in the poem, and the effect this layered episode has on Dante's readers today. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (9-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 133 CS 217 181

Tales of the Supernatural. Lesson Plan .
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.
PUB DATE- 00
NOTE- 4p.; Also sponsored by the National Trust for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- English Literature; High Schools; Language Arts; Lesson Plans; *Literary Genres; *Literature Appreciation; Novels; United States Literature
IDENTIFIERS- *Gothic; *Horror Fiction

Monsters have haunted the literary imagination from earliest times (e.g., the Cyclops, Grendel, etc.), but a particular interest in horror and the Gothic form dates back to the 18th and early 19th centuries. Taking their name from the Gothic architecture that often served as a backdrop to the action, these novels present supernatural events in naturalistic terms, thrilling readers with strange tales filled with mystery and terror. The learning objectives of this lesson plan are: to explore the origins and development of a literary genre; to investigate how shared imaginative concerns link the members of a literary period; to examine the evolution of a literary tradition; and to compare works of literature from different eras. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (10-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend

Pratt, Suzanne
"The Nightingale": A Dance-Theater Performance Conceived & Choreographed by Dana Tai Soon Burgess. Cue Sheet for Teachers.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cultural Activities; *Dance; Elementary Education; Problem Solving; Production Techniques; Story Telling; *Theater Arts
IDENTIFIERS- Andersen (Hans Christian); *Drama in Education

This performance guide is designed for teachers to use with students before and after a performance of "The Nightingale," a dance-theater performance conceived and choreographed by Dana Tai Soon Burgess, written and directed by Mary Hall Surface, and adapted from the story by Hans Christian Andersen. The guide, called a "Cuesheet," offers four Reproducible Activity Pages for students, as well as learning activities and information for teachers to share with young people before and after attending the performance. Materials for teachers address Using the Reproducible Activity Pages, Theater Conventions, and Problems To Solve (appreciating creative solutions that playmakers invent to solve theatrical problems). Reproducible Activity Pages include a Story Map (illustrating what happens in the play), Dancing a Story (a page of representative dance styles which may be similar to styles of movement found in the performance of "The Nightingale"), Designing Nightingales (familiarizing students with the job of the costume designer and encouraging them to think creatively), and Going to the Theater (familiarizing students with theater behavior). (SR)

ED 442 155 CS 510 344

Molloy, Dawn Eddy
"Little Women": Adapted for the Stage by Paulette Laufer, Based on the Novel by Louisa May Alcott. Cue Sheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiences; Class Activities; Cultural Activities; Elementary Secondary Education; Novels; Playwriting; Production Techniques; *Theater Arts
IDENTIFIERS- *Alcott (Louisa May); Drama in Education; *Little Women

This performance guide is designed for teachers to use with students before and after a performance of "Little Women," adapted for the stage by Paulette Laufer and based on the novel by Louisa May Alcott. The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) From Novel to Stage Play (with background information about the story setting and the change from novel to play); (2) Characters and Resources (describing the characters and showing how three actors play the 10 roles); (3) Costumes (how characters' costumes reveal age, social status and attitudes); (4) Lines (from the play, with questions to discuss); (5) Adapting a Novel for the Stage/Script It! (getting a feel for educational innovation, research, and technology. The center works to improve student learning and cultivate excellence in teaching by: (1) establishing a safe, caring community of inquiry; (2) encouraging teachers to develop innovative practices, share expertise, and collaborate with others; (3) conducting research and applying research; and (4) by fully realizing the leverage of technology on education. (Contains 12 references.) (DFR)

ED 442 177 EA 030 423

Sayed, Yusuf
Post-Apartheid Educational Transformation: Policy Concerns and Approaches.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apartheid; *Educational Change; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Outcome Based Education; Public Schools; *Racial Segregation
IDENTIFIERS- *South Africa

This paper reviews postapartheid educational policy between the 1994 and 1999 elections. Its objective is to interrogate the different concerns, approaches, and implications of the various policies that have been formulated to fundamentally transform the legacy of the apartheid system. Five principal concerns are discussed: (1) the historical legacy of apartheid education; (2) equity and justice; (3) democracy and participation; (4) economy and globalization; and (5) efficiency, quality, and effectiveness. The paper examines existing critical analyses of educational policy development and highlights what critics point out as the process of educational compromise and the narrowing of the policy agenda. Researchers have reported a growing skepticism regarding educational policy development in South Africa. While some hail the new policies, others worry about deep conceptual flaws, implied political betrayals, and empty principles. However, all of these accounts only provide partial explanatory frameworks for understanding educational change. By adopting a metapolicy approach to educational policy development, the paper considers the various influences that have shaped, and continue to shape, educational policy discourses. (Contains 91 references and 22 endnotes.) (DFR)

ED 442 178 EA 030 424

McCabe, Donna Hagen
Roundtable Concerning Teaching in Educational Administration: Organizing, Leading and Monitoring Effective Work Teams.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Problems; *Cooperative Learning; *Educational Administration; *Educational Improvement;

increasing parental involvement; the use of technology; the creation of safe, disciplined and drug-free schools; getting students ready for college; and opening the doors of higher education to all Americans. (Appendices provide the Department of Education budget by major program, major competitive programs, and formula-allocated, student aid, school construction, and selected competitive programs, for all the states and territories. Contains 40 notes. (DFR)

ED 442 198 EA 030 482

World Education Report, 1995. The Education of Women and Girls; Challenges to Pedagogy; Education for Peace, Human Rights and Democracy.
PUB DATE- 95
NOTE- 163p.; For the 1998 report, see ED 423 237. Published by UNESCO.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Comparative Analysis; Comparative Education; Dropout Rate; Educational Policy; Educational Quality; Educational Status Comparison; *Educational Trends; Elementary Secondary Education; *Enrollment Trends; *Females; Foreign Countries; Global Approach; Higher Education; Illiteracy; *International Education; School Statistics; *Sex Discrimination; *Womens Education; World Problems
IDENTIFIERS- *UNESCO

This report, the third in UNESCO's series of World Education Reports, focuses on the largest single category of persons denied equality of educational opportunity in the world today: women and girls. The report examines global trends and developments in female access to formal education in both industrial and developing countries, focusing in particular on male-female disparities and gaps in key indicators (literacy rates, enrollment ratios, years of schooling, school retention and dropout rates, fields of study), as well as on girls' experiences in the educational process itself (such as pedagogy, testing, and assessment) and on the relationship between this process and adult life chances. Numerous figures, boxes, and tables are contained within the four chapters. Appendixes offer statistical notes, regional tables, world education indicators, and national reports and UNESCO reports, publications, and periodicals concerning education, 1993-95. (MLF)

ED 442 199 EA 030 483

Kelly, Evelyn B.
Legal Basics: A Handbook for Educators.
PUB DATE- 98
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Responsibility; Censorship; Classroom Environment; Confidentiality; Constitutional Law; Copyrights; *Court Litigation; Curriculum; Discipline; Due Process; Educational Malpractice; Elementary Secondary Education; Freedom of Speech; *Legal Responsibility; *School Law; School

IDENTIFIERS- Nashville Metropolitan Public Schools TN; *Tennessee (Nashville)

This review of the history of special education in Nashville, Tennessee, from 1940 to 1990 focuses on two issues: first, how advocacy for children with disabilities and research changed the practice of special education after World War II in Nashville; and second, how the internal dynamics of the schools in Nashville shaped special education during this period. The review involved more than two dozen oral history interviews and examination of archival material such as hundreds of newspaper articles. The review concludes that both research and advocacy have been particularly important in program development within the Nashville public school systems, especially when pilot programs could be established with minimal disruption to organizational routines. The influence of research and advocacy on specific pedagogy, both teaching methods and quality of teachers, was more difficult to ascertain since experimental programs were often dependent on existing teachers who lacked necessary training. Individual sections address: successful long-term influences, influences without clear success, and the greater success of pilot programs outside existing public schools. A concluding section addresses the importance of developing the teaching skills of general education teachers if special education is to be effective. A list of papers and presentations by the author is appended. (DB)

ED 442 218 EC 307 854

Andrews, Jean; Smith, Zanthia
A Study of Four African-American Families Reading to Their Young Deaf Children (1996-1997). Final Report for Student-Initiated Research Project .
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Sign Language; *Black Mothers; Black Youth; Case Studies; Child Rearing; Culturally Relevant Education; *Deafness; Early Intervention; *Emergent Literacy; Hearing Impairments; Mentors; *Parents as Teachers; Partial Hearing; *Reading Aloud to Others; Role Models; Young Children
IDENTIFIERS- *African Americans; *Deaf Culture

This paper reports on a case study of four African American hearing parents who participated in an intervention project involving reading story books to their deaf/hard-of-hearing (hh) young children. The study included the utilization of: (1) research-based literacy strategies for both hearing and deaf/hh children; (2) African-American cultural role models and mentors, both hearing and hearing impaired; (3) cultural books featuring African-American characters and themes; and (4) American Sign Language for communication purposes. Parent training sessions were in the parents' homes and included videotaping the parent reading/signing to their child and provision of feedback to parents based on a checklist of desirable literacy strategies. Among results of the intervention were the following: parents learned to modify reading strategies to fit the specific literacy needs of their deaf/hh child; parents began utilizing sign language more for daily communication; parents were exposed to African-American deaf culture and deaf culture in general; and the children were provided with a strong literacy model (their parent). (DB)

ED 442 238 EC 307 876

Discipline of Students with Disabilities: Guidance for the Development and Implementation of District Discipline Policies for Students with Disabilities. Pursuant to the Individuals with Disabilities Education Act Amendments of 1997 and 34 CFR Part 300.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); Decision Making; *Disabilities; *Discipline Policy; Educational Legislation; Educational Policy; Elementary Secondary Education; Expulsion; Federal Legislation; Intervention; School Districts; Services; *Special Education; *State Regulation; State Standards; Student Evaluation; *Student Placement; Student Rights; Suspension
IDENTIFIERS- Functional Behavioral Assessment; *Illinois; Individuals with Disabilities Educ Act Amend 1997

This Illinois state memorandum to school district superintendents provides clarification of policies regarding discipline of students with disabilities, specifically the issue of multiple suspensions, which may in the aggregate total more than 10 school days per school year, and the amount of services required during disciplinary exclusions. The guidelines are provided in question-and-answer format and are grouped in sections which address the following topics: (1) removal (requirements for special education services during suspensions or expulsions of various lengths); (2) change of placement (definition of a disciplinary "change in placement," student rights to special education services, and qualifications of service providers); (3) functional behavioral assessment and behavioral intervention plans (development of behavior intervention plans by the student's individualized education program team); (4) interim alternative educational setting (options when the student possesses a weapon or drugs, and length of alternative placement); (5) dangerous behavior (standards for determining whether the behavior requires removal or hearings); (6) students not yet eligible for special education and related services (expedited evaluations); (7) reporting a crime; and (8) regulations under the Individuals with Disabilities Education Act, 1997. (DB)

ED 442 239 EC 307 877

Fiscal Procedures for Special Education Pupil Reimbursement. Revised for 1998-99 School Year.
PUB DATE- 99
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Educational Finance; Elementary Secondary Education; *Expenditure per Student; Financial Support; Recordkeeping; Records (Forms); *Special Education; *State Aid; State Programs; *State Regulation; State School

of $1.8 billion to $4.6 billion or $212 to $501 in one-time installation costs and an ongoing annual cost of $40 to $105 per pupil respectively. Hardware is the most significant cost item for schools. PC expenditures represent most of the hardware costs, and costs for support of the network represent about one-third of all networking. Support and training together constitute 46 percent of the total costs of networking schools, and costs for telecommunications lines and services represent only 11 percent of the total costs. If all schools coordinate purchasing at the state level, cost savings will exceed $2 billion. If a nationwide program were instituted, potential savings would be $800 million to $1.8 billion. Free Internet connectivity would provide a reduction in total costs for school Internet connections between $150 million and $630 million. Financing for school networking remains to be adequately addressed. (Contains 13 references.) (GR)

ED 442 258 EF 005 726

Lackney, Jeffery A.
The Challenges of Encouraging Educational Design Innovation.
PUB DATE- 99
NOTE- 73p.; Presentation before the Annual Meeting of the Alaska Chapter of the Council of Educational Facility Planners, International (Anchorage, AL, December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Facilities Design; Elementary Secondary Education; Higher Education; *Innovation; Public Schools
IDENTIFIERS- *Mississippi State University

This presentation addresses the need to encourage educational facility design innovation, explores reflective practice in the profession of facility design, and discusses what a public sector university-based educational design institute does and what role the institute can play in efforts to encourage innovation in the architectural design field. The vision and goals of Mississippi State University's Educational Design Institute are described, as are what constitutes design innovation and the cultural waves that drive it. Several innovative designs are highlighted. (GR)

ED 442 259 EF 005 727

Renovating Older Schools: Reusing Older Schools Workshop.
PUB DATE- 99
NOTE- 23p.; Presentation at the American Society of Heating Refrigeration and Air-Conditioning Engineers National Meeting (Seattle, WA, June 21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Building Obsolescence; *Decision Making; *Educational Facilities Improvement; Elementary Secondary Education; *Public Schools; *School Community Relationship; *School Location

A slide presentation examines the decisionmaking process behind whether a community should renovate their older school facilities or abandon them for new facilities. Three factors to be considered in this decision are addressed and involve the

PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Tests; Curriculum Based Assessment; Elementary Secondary Education; *Evaluation Research; Language Tests; *Performance Based Assessment; Second Language Instruction; Second Language Learning; *Testing
IDENTIFIERS- *Teaching to the Test

Washback or backwash, also known as measurement-driven instruction, is a common term in applied linguistics referring to the influence of testing on teaching and learning, which is a prevailing phenomena in education. It is a truism that "what is assessed becomes what is valued, which becomes what is taught." This paper aims to share the discussion of this education phenomenon from different perspectives both in the area of general education and in language education. It discusses the historical origins of washback; the definition and scope of washback; and the function and mechanism of washback, and efforts, both recent and not, to mitigate its negative effects. It is concluded that the ultimate reason for the persistence and widespread nature of this problem is the existence of high-stakes testing. Few educators would dispute the claim that these sorts of high-stakes tests markedly influence the nature of instructional programs. Whether they are concerned about their own self-esteem or their students' well-being, teachers clearly want students to perform well on such tests. Accordingly, teachers tend to focus a significant portion of their instructional activities on the knowledge and skills assessed by such tests. (KFT)

ED 442 281 FL 026 286

Clankie, Shawn M.
On the Directionality and Maintenance of Language Policy in Revitalization Efforts.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- African Languages; Bilingual Education Programs; Bilingualism; Cultural Pluralism; Elementary Secondary Education; English; Ethnic Groups; Foreign Countries; French; German; Immersion Programs; Indigenous Populations; Italian; Japanese; *Language Maintenance; *Language Minorities; Official Languages; *Public Policy; Second Language Instruction; Second Language Learning; Sociolinguistics; *Uncommonly Taught Languages
IDENTIFIERS- Ainu; Algeria; Belgium; Flemish; France; Ivory Coast; Japan; Madagascar; Senegal; Singapore; Switzerland; United Kingdom

This paper examines efforts to save rapidly declining indigenous languages around the world. The entire process of language preservation and revitalization is a massive undertaking that requires immense long-term planning and support. These problems extend well beyond the linguistic concerns of the language itself. Language policy is inherently political in nature, pitting different linguistic (but also ethnic, religious, or cultural) groups against one another, any or all of whom may have reason to try to undermine any policy. This paper centers and language arts program must consider the multidimensional nature of writing in instructional practices, assessment procedures, and language development. The understanding of writing fundamentals can be understood through examining the multidimensional nature of the writing process. This paper explores these issues and draws pedagogical implications for reading and language arts teachers while capitalizing on the benefits of writing as an indispensable skill in language arts programs. (Contains 16 references.) (KFT)

ED 442 300 FL 026 314

Walqui, Aida
Strategies for Success: Engaging Immigrant Students in Secondary Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Acculturation; *Educational Strategies; *English (Second Language); High Risk Students; *Immigrants; *Instructional Effectiveness; Program Descriptions; Second Language Learning; Secondary Education; Secondary School Students; *Success
IDENTIFIERS- ERIC Digests

High dropout rates among language-minority secondary school students are one indication that many schools are failing to adequately support the needs of these students. The belief that the student dropout rate is due to a lack of proficiency in English often leads educators to overlook the economic, cultural, academic, and personal issues that immigrant adolescents must confront on a daily basis. To be effective, programs must begin with a compassionate understanding of these students and recognize and build on the identity, language, and knowledge they already possess. Instruction developed for native-English-speaking students may not be appropriate for students who are still learning English. To engage immigrant adolescents in school, educators must provide them with avenues to explore and strengthen their ethnic identities and languages while developing their ability to study and work in this country. This digest discusses 10 principles for developing effective teaching and learning contexts for immigrant adolescents and profiles one program that has been successful in promoting the academic success of its students by implementing these principles. (Author/VWL)

ED 442 301 FL 801 217

Letters from Home: An Exhibit-Building Project for the ESL Classroom.
PUB DATE- 97
NOTE- 25p.; Project funded in part by the Education Outreach Fund, Smithsonian Institution.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Adult Education; Bilingual Education Programs; *Classroom Techniques; Cultural Awareness;

ED 442 321 HE 032 891

Edinboro University of Pennsylvania. Fact Book, 1998-1999.
PUB DATE- 99
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Alumni; *College Faculty; College Students; *Degrees (Academic); Educational Facilities; *Educational Finance; *Enrollment Trends; Full Time Faculty; Graduate Students; Higher Education; In State Students; Part Time Faculty; Student Characteristics; Tables (Data); Tenured Faculty; Tuition
IDENTIFIERS- *Edinboro University of Pennsylvania

This fact book provides information about the Edinboro University of Pennsylvania's academic and administrative operations. Information was compiled using a variety of documented sources from July 1998-March 1999. All data are based on fall 1998 enrollment unless otherwise noted. The 16 sections of the report include: (1) an introduction; (2) a brief overview, including the mission, academic calendar, location, facilities, accreditation status, and articulation agreement; (3) comparative information about other colleges and universities in the Pennsylvania state system; (4) Edinboro graduate and undergraduate student enrollment data by level, status, and gender; (5) historical student enrollment data, 1987-1999; (6) undergraduate and graduate enrollment by student residency, level, and status; (7) historical enrollment by residency, 1986-1998; (8) enrollment data by student department, program, and status; (9) historical enrollment data by department, program, and status, 1989-1998; (10) degrees awarded by student level, school, department, and student program, 1991-98; (11) employee profile (full- and part-time employees by group, ethnicity, tenure status, rank, and gender); (12) historical employee profile (full-time employees by group, ethnicity, and gender, 1990-98; faculty headcount by department 1988-98); (13) financial data (undergraduate/graduate tuition and fees); (14) university resources (facilities inventory, technology and communication resources); (15) alumni data; and (16) a glossary. (SM)

ED 442 322 HE 032 892

Trends in Enrollment by Race and Gender: Maryland Higher Education Institutions.
PUB DATE- 00
NOTE- 287p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian American Students; Black Students; College Students; Community Colleges; *Enrollment Trends; Foreign Students; Full Time Students; Graduate Students; Higher Education; Hispanic American Students; Part Time Students; Private Colleges; *Racial Differences; *Sex Differences; State Universities; Tables (Data); Two Year Colleges
IDENTIFIERS- African Americans; American Indian Students; *Maryland; Native Americans

This publication presents enrollment trend data by race and gender in Maryland's institutions of higher education for the years 1990-99. Data tables are grouped by community colleges,

Research; Study Habits; Study Skills; Teaching Methods
IDENTIFIERS- International Business

This book, published annually, contains a collection of 12 refereed, academic research papers devoted to accounting education. Papers are: (1) "The Dual Role of Critical Thinking in Accounting Education" (Mohamed E. Bayou and Alan Reinstein); (2) "Fostering Critical Thinking in Accounting Education: Implications of Analytical Procedures Research" (James L. Bierstaker, Jean C. Bedard, and Stanley F. Biggs); (3) "Integrating Learning Strategies in Accounting Courses" (Barbara J. Eide); (4) "Students May Blossom Using Bloom's Taxonomy in the Accounting Curriculum" (Julia K. Blazelton); (5) "An Exploratory Examination of the Study Time Gap: Students' and Instructors' Estimations of Required Study Time" (Robert H. Sanborn, Bill N. Schwartz, and W. Darrell Walden); (6) "Integrating Research into the Initial Auditing Course" (Paul M. Clikeman); (7) "Analyzing an International Annual Report as a Course Project" (Robert Bloom and David Schirm); (8) "The Effect of Group Rewards on Obtaining Higher Achievement from Cooperative Learning" (Gary M. Grudnitski); (9) "Effective Teaching Techniques: Perceptions of Accounting Faculty" (James D. Stice and Kevin D. Stocks); (10) "Introduction to Accounting: Competencies for Nonaccounting Majors" (Mary S. Doucet, Thomas A. Doucet, and Patricia A. Essex); (11) "Problem-Solving Style and Success in Accounting Curricula" (John Sweeney, Carel Wolk, Scott Summers, and Jim Kurtenbach); and (12) "The Ethics Construct: A Multidimensional Analysis in an Academic Setting" (Daryl M. Guffey and Mark W. McCartney). (All papers contain references.) (CH)

ED 442 343 HE 032 917

Rachid, Mohamed; Knerr, Charles R.
Brief History of Moot Court: Britain and U.S.
PUB DATE- 00
NOTE- 11p.; Presented at the Annual Meeting of the Southwestern Political Science Association (Galveston, TX, March 16-20, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; Foreign Countries; Higher Education; *Law Schools; Law Students; *Legal Education (Professions)
IDENTIFIERS- England; Harvard Law School MA; *Moot Court

This document presents a history of moot court, defined as a mock court where hypothetical cases are tried for the training of law students. The first recorded reference to a moot court was in the year 997, and moots were common at the Inns of Court and Chancery in 14th century England. In 18th century England there were 4 greater Inns of Court and 10 lesser Inns, called the Inns of Chancery; in each of the greater Inns there were about 200 students, and 100 in the lesser Inns. Students learned not only law but history, scripture, music, and dancing, and several historians put the Inns of Court as universities for the study of law on the same footing as Oxford and Cambridge Universities. When formal legal education began in the United States in the late 18th and early 19th centuries, the practices followed were similar to those of the Inns of Court, with lectures by professors followed by moot court exercises. This modified English system continued until the case method was introduced at Harvard Law School in 1870. Because students assistant and secretarial services faculty at 35 public and 11 faculty at 9 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $54,227 for administrative assistant and secretarial services faculty in public institutions and the average salary of $38,081 in private institutions were, respectively, 5.8 percent and 29.4 percent lower than the average salary for all faculty in all major fields, and, respectively, 1.7 percent per year and 1.9 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 363 HE 032 953

Howe, Richard D.
Salary-Trend Study of Faculty in Agriculture Business and Production for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agribusiness; Agricultural Education; *Agriculture; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 1,722 agriculture business and production faculty at 61 public and 52 faculty at 10 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $64,553 for agriculture business and production faculty in public institutions and the average salary of $45,352 in private institutions were, respectively, 12.5 percent higher and 20.6 percent lower than the average salary for all faculty in all major fields, and, respectively, 2.5 percent per year and 2.1 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 364 HE 032 954

and the average salary of $55,167 for faculty in private institutions were, respectively, 3.5 percent lower and 0.8 percent higher than the average salary for all faculty in all major fields. The average salary increase was, respectively, 0.2 percent per year below and 1.2 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 382 HE 032 972

Howe, Richard D.
Salary-Trend Study of Faculty in Engineering, General for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Engineering; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 1,853 engineering, general faculty at 70 public institutions and 585 faculty at 35 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $79,689 for engineering, general faculty in public institutions and the average salary of $77,207 for faculty in private institutions were, respectively, 38.9 percent and 41.1 percent higher than the average salary for all faculty in all major fields. The average salary increase was, respectively, 4.6 percent per year and 2.0 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 383 HE 032 973

Howe, Richard D.
Salary-Trend Study of Faculty in Engineering Related Technologies for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 3.2 percent per year and 2.2 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 401 HE 032 991

Howe, Richard D.
Salary-Trend Study of Faculty in Philosophy and Religion for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Philosophy; *Private Colleges; *Public Colleges; *Religion; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for philosophy and religion faculty at 86 public institutions and 126 private institutions. The study found that for the 1999-2000 period the average salary of $57,093 for 627 philosophy and religion faculty in public institutions and $50,578 for 581 philosophy and religion faculty in private institutions were, respectively, 0.5 percent higher and 8.2 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 1.8 percent per year and 0.2 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 402 HE 032 992

Howe, Richard D.
Salary-Trend Study of Faculty in Physical Sciences, General for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

This paper, by the President of the Carnegie Foundation for the Advancement of Teaching, advances the need for scholarship in teaching. Just as research is not done until it has been shared, this is true also of scholarship in teaching: it is not private, but public; it is made available to and is critically reviewed by peers; it can be built upon by others. To promote the scholarship of teaching, the Carnegie Foundation has created a new program called the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL), the three components of which are intended to enhance the scholarship of teaching in colleges and universities as well as in elementary and secondary schools. The first component, in conjunction with the Pew Scholars Program, is the creation of a Center for Advanced Study, where those devoting energies to the scholarship of teaching have a place to work with others interested in the same problems. The second component, a collaboration with the American Association for Higher Education, is the development of 80 campus-based teaching academies. The third component is working with disciplinary and professional associations to ask how the scholarship of teaching can move from the periphery to the center in their discipline or profession. (RH)

ED 442 421 HE 033 019

Kezar, Adrianna
Summer Bridge Programs: Supporting All Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Education; Accessibility (for Disabled); Diversity (Student); *Educational Counseling; Educationally Disadvantaged; Elementary Secondary Education; Equal Education; Foreign Students; Higher Education; Limited English Speaking; *Non English Speaking; *Nontraditional Education; *Remedial Programs; School Business Relationship; School Community Relationship; Student Subcultures; *Summer Programs; *Transitional Programs
IDENTIFIERS- *ERIC Digests

Over the last thirty years access to higher education has expanded markedly. Remediation and support programs, including summer bridge programs, have grown in response to the needs of international students, non-English speakers and disabled students, and others who need help in gaining an equal footing with other students. The other main thrust of these programs is to retain these new populations within higher education. The summer programs offer a wide range of activities: academic support, study skills, career counseling, parent involvement, developing relationships on campus, computer literacy, and partnerships with business, communities, and K-12 educators. Individualization of the curricula and programs to the needs of each campus is essential. Every program should begin by developing a mission statement and goals that serve as the foundation of any evaluation, recognizing that it is not usually possible to offer all activities and to serve all populations. Bridge programs are also gaining support internationally, as other countries expand their higher

credits transferred in by the student. Graduation rates for Regents College bachelor of liberal arts degree seekers were found to be higher than those for nontraditional students nationally. (Contains 14 references.) (CH)

ED 442 441 HE 033 039

Gregory, Sheila T.
Selected Innovations in Higher Education Designed To Enhance the Racial Climate for Students of Color in Predominately White Colleges and Universities.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Black Students; *College Attendance; Diversity (Institutional); Educational Environment; Enrollment Influences; Enrollment Trends; Higher Education; Hispanic American Students; *Institutional Environment; *Literature Reviews; *Participation; Racial Bias; Racial Distribution; *Racial Factors; Racial Relations; School Culture; White Students
IDENTIFIERS- African Americans; American Indian Students; Latinos; Native Americans

This paper reviews the literature on campus climate as it relates to gaps in participation rates and attainment levels among White, African American, and Latino students. The paper cites reports noting that a large number of African American students perceive racism as a problem on campus, and that a majority perceive themselves to be potential targets of discrimination. It reviews legislation in passed in California to improve campus climate, and examines studies of predominately white institutions that have developed innovative programs to address the problem. The report also examines research studies that provide contexts for inclusion; these focus, for example, on peer groups, student activities that improve racial attitudes, and how perceptions of discrimination have a negative effect on students' grades. Another section in the paper examines many innovative strategies to improve the racial climate, citing papers by Tinto and Sedlacek among others, as well as programs developed by various universities throughout the United States. Still another section cites papers that examine the role of academic institutions and states in building and maintaining a welcoming campus atmosphere. (Contains 61 references.) (CH)

ED 442 442 HE 033 040

Schoorman, Dilys; Camarillo, Barbara
Increasing Multicultural Awareness through Correspondence: A University-School Partnership Project.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

strong, enduring concepts of self, with no significant differences by gender. Both men and women with reading disabilities developed literacy through avid reading of high-interest texts. A difference between the sexes was in their favorite topics and genres, which followed traditional gender patterns. In addition, women were more likely to be encouraged to develop their femininity and grace, while men were encouraged to overcome their difficulties. The instructional implications of the study's findings are that students should be helped to develop and follow their passion in reading and should be led to critical analysis of reading. Recommended teaching methods include using twin texts (fact and fiction on the same topic), creative writing, and helping students to challenge educational expectations in all domains. (Contains 79 references.) (KC)

ED 441 952   CE 080 193

Washington, Christopher L.
Influencing Process Change: Understanding the Role of Learning Transfer Climates, Self-Efficacy, and Goal Commitment.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Educational Needs; *Employee Attitudes; Employer Attitudes; Goal Orientation; *Human Resources; *Performance Factors; Quality of Working Life; Self Efficacy; *Staff Development; Transfer of Training; *Work Attitudes; Work Environment

Work process change is a popular approach to performance improvement in contemporary organizations. Variables that serve as leading indicators of employee performance when process changes take place include employee learning, self-efficacy beliefs, learning transfer climate, and goal commitment. Two critical concerns exist when implementing process change: (1) developing the expertise of individual workers in order to meet the demands of change placed on them, and (2) fostering employee commitment to the goals necessary to achieve the desired state of change. In order to increase the potential of positive change, more research is needed on the potentially dynamic relationship between learning initiatives, the role of learning transfer climates, self-efficacy, and goal commitment in facilitating work process change. (Contains 42 references.) (KC)

ED 441 953   CE 080 209

Weissert, Carol S., Ed.
Learning from Leaders: Welfare Reform Politics and Policy in Five Midwestern States.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 212p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adults; Change; Children; *Compliance (Legal); *Federal Legislation; Job Placement; Job Training; *State Programs; Transfer of Training; Welfare Agencies; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Kansas; Michigan; Minnesota; Ohio; Personal Responsibility and Work Opp Recon Act; Self Sufficiency;

learning skills development and student support (proactive student support for face-to-face learning skills development); (10) student support for different students (educationally disadvantaged students, students with physical disabilities or mental health difficulties, students in institutions, older students, students abroad); (11) student support and retention; (12) theories of student support (counseling theories and ODL theories underlying student support); (13) structures, quality, and staff development in student support; and (14) the future of student support in ODL. Thirty-three figures/tables are included. (Contains 57 references.) (MN)

ED 441 971 CE 080 254

Tenenbaum, Inez M.; Jackson, Chip; Couch, Bob
Handbook for Advisory Groups in Career and Technology Education.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administration; *Administrative Organization; Administrator Role; *Advisory Committees; *Career Education; Education Work Relationship; Organizations (Groups); Planning; Policy Formation; Postsecondary Education; Secondary Education; Statewide Planning; Teacher Role; Technical Education; *Vocational Education; *Volunteers
IDENTIFIERS- *South Carolina

Advisory groups have been an important segment of career and technology education throughout most of its history. Educators assume that advisory groups can assist in providing quality and relevant career technology education programs. This handbook provides information on structuring and conducting advisory groups for career and technology education in South Carolina, in particular Career and Technology Education Advisory Councils and their subsidiary Program Advisory Committees and School-to-Work Advisory Committees. For these councils and committees, this guide provides the following: (1) organization structure; (2) membership; (3) advisory council role; (4) regulatory duties (if applicable); (5) the Career and Technology Education Advisory Council Serving as the School Improvement Council; (6) local duties; (7) responsibilities of the chairperson; (8) responsibilities of the school administrator; (9) responsibilities of members; (10) terms of service; and (11) member selection. Five appendixes contain the following: suggested annual program of work for advisory councils; sample letter of invitation; sample meeting agenda; sample minutes of meeting; and the advisory committee's work plan. (KC)

ED 441 972 CE 080 257

Holder, Susan
You're Putting on the Program: Tips and Teaching Techniques for 4-H. Publication 2230.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

"Training Success Stories for Adults and Out-of-School Youth: A Tale of Two States" (Christopher T. King, Jerome A. Olson, Leslie O. Lawson, Charles E. Trott, John Baj); "Employment and Training Programs for Out-of-School Youth: Past Effects and Lessons for the Future" (Robert L. Lerman); "Customized Training for Employers: Training People for Jobs That Exist and Employers Who Want To Hire Them" (Kellie Isbell, John Trutko, Burt S. Barnow); "Training Programs for Dislocated Workers" (Duane E. Leigh); "Methodologies for Determining the Effectiveness of Training Programs" (Daniel Friedlander, David H. Greenberg, Philip K. Robins); "Reflections on Training Policies and Programs" (Garth L. Mangum); and "Strategies for Improving the Odds" (Burt S. Barnow, Christopher T. King). Seventy tables/figures/exhibits are included. Many papers include substantial bibliographies. (MN)

ED 441 990 CE 080 278

Garrick, John
Informal Learning in the Workplace: Unmasking Human Resource Development.
PUB DATE- 98
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Adult Education; *Adult Learning; Competence; Competency Based Education; Corporate Education; Corporations; Definitions; Developed Nations; *Education Work Relationship; Educational Attitudes; Educational Needs; Educational Objectives; Educational Principles; Educational Research; *Educational Theories; Employment Qualifications; Empowerment; Evaluation Methods; Experiential Learning; Foreign Countries; Glossaries; Human Capital; Independent Study; *Informal Education; Job Performance; *Labor Force Development; Learning Processes; Organizational Climate; Organizational Development; Performance Based Assessment; Personnel Evaluation; Postmodernism; Professional Development Learning Organizations; *United Kingdom; United States
IDENTIFIERS- Learning Organizations; *United Kingdom; United States

This book examines the rhetoric surrounding the notion of informal learning in order to expand debate about the uses of informal learning in workplaces and about attempts to "recognize" it through competency-based standards. The following topics are among those discussed in the book's eight chapters: (1) the nature of informal learning in the workplace (the discourses shaping informal learning, differences between informal and incidental learning); (2) theorizing informal learning (theories of informal learning, why informal learning has become so important, the politics of learning from experience, postmodernism and informal learning); (3) work as a learning environment and the language of human resource development (HRD) (conditions of learning at work, learning organizations, competitiveness, aligning educational goals with industry needs); (4) the hidden curriculum of learning at work (strategies of postindustrial workplaces); (5) professional identity and self-regulation at work (corporate language about worker empowerment, self-directed learning, and identity); (6) the performativity principle in informal learning (new links between industry and education); (7) rhetorizing informal workplace learning (informal learning and the training of (informing employers, students, parents, other teachers, and nonparticipating students); (9) preparing for placements (preparing students, workplace supervisors, teachers, and coordinators and conducting workshops for teachers and coordinators); (10) implementing training; (11) monitoring student performance (visiting students in the workplace, assessing student performance, conducting observations); (12) reporting on student performance; (13) conducting follow-up activities; and (14) evaluating placements (major and minor evaluations). Concluding the booklet are a summary and 24-item annotated bibliography. (MN)

ED 442 008   CE 080 306

Freeland, Brett
International Comparisons of Vocational Education and Training.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Change Strategies; *Comparative Analysis; Cultural Differences; Data Analysis; Data Collection; Definitions; Economic Climate; Educational Practices; *Educational Research; *Evaluation Criteria; Foreign Countries; International Organizations; Job Training; Postsecondary Education; Research Design; *Research Methodology; *Research Problems; State of the Art Reviews; Theory Practice Relationship; *Vocational Education
IDENTIFIERS- Australia; *International Surveys

This report, which is based primarily on figures released by the Organisation for Economic Cooperation and Development (OECD), reviews the indicators available for international comparisons of vocational education and training (VET) to clarify the following issues: the kinds of comparability problems that exit, their extent and severity, their causes, and possible ways of correcting them. Chapter 1 provides an overview of existing international comparative studies of VET. Chapter 2 looks at the data sets currently used by the OECD in international comparisons of VET. Chapters 3-5, which are devoted to the problems associated with use of the data sets, address the following topics: problems of comparison (definitions, comparisons in practice, case studies in comparative analysis); defining the "average" country (problems and concerns in determining the "average," theoretical considerations, absolute and comparative advantage); and lessons from existing methods (problems of scope or coverage, categorization, and measurement when collection data). Chapters 6-7, which consider arguments for making meaningful comparisons of VET and place particular emphasis on the Australian perspective, emphasize the need to take the uniqueness of countries' economies into account when comparing their VET systems and offer recommendations regarding putting theory into practice. Chapter 8 reviews the report's findings. (Contains 33 references.) (MN)

ED 442 009   CE 080 307

Alto, Romulita; Isaacs, Irene; Knight, Brian; Polestico, Rebecca
Training Systems in South-East Asia. VTET Accreditation and Certification Systems in SEAMEO Member Countries (with an Appendix in Australia).
PUB DATE- 00

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Children; *Civil Liberties; Correctional Rehabilitation; Financial Support; Foreign Nationals; Helping Relationship; Juvenile Justice; *Victims of Crime
IDENTIFIERS- *Victim Assistance

This book contains a comprehensive report and set of recommendations on victims' rights and services. Section 1, "New Directions in Victims' Rights," reviews the nation's progress over the past two decades toward establishing state and federal rights for victims of crime. In Section 2, "New Directions for Criminal and Juvenile Justice System Agencies," the critical role that each agency must play within the justice system is defined as implementing and enforcing victims' rights and in improving the overall treatment of crime victims within our nation's justice systems. Section 3, "New Directions for Victim Assistance and Allied Professionals," identifies areas where services for victims of crime can be enhanced and highlights the innovative promising practices that each profession has developed to improve victim services. A chapter is included on the educational community covering crime on school grounds/campuses, education about victimization, prevention methods, and recommendations from the educational community. In Section 4, "New Directions in Financial Recovery," addresses three major avenues that victims can pursue to recover their financial losses due to crime: compensation, restitution, and civil remedies. Section 5, "New Directions for Child Victims," addresses the unique needs of young victims and outlines the legal rights and protection rights of child victims. It also reviews the long-term effects of crime and provides examples of programs and services for child victims. Section 6, "New Directions in International Victim Assistance," discusses global issues facing the field of victim services today and briefly highlights approaches that have been taken in other countries to address crime victims' needs. References follow each chapter. (Includes 2 appendixes.) (MKA)

ED 442 029 CG 030 027

Juvenile Justice. Youth with Mental Health Disorders: Issues and Emerging Responses. Also: Warparound Milwaukee Program: Suicide Prevention in Juvenile Facilities.
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; At Risk Persons; *Juvenile Justice; *Mental Health; Prevention; Suicide; World Wide Web

This issue of Juvenile Justice presents three main articles. "Youth with Mental Health Disorders: Issues and Emerging Responses" (J. J. Cocozza and K. Skowyra) discusses tragic mass homicides by juveniles, documented cases of neglect and inadequate services, and federal policy focusing on providing systems of care for at-risk juveniles that have propelled mental health issues among juvenile offenders into the headlines. The second main article, "Wraparound Milwaukee: Aiding Youth with Mental Health Needs" (B. Kamradt), discusses the difficulty of finding effective treatment models for youth in the juvenile justice system who have serious emotional, mental health, and behavioral needs. Wraparound Milwaukee's innovative, integrated approach offers care that is tailored to each youth. The final main article, "Suicide Prevention in

(18) "Getting Counselor Expertise Into a Computer: A Cyberassistant for Students of Brief Counseling" (J. Presbury and J. Marchal); (19) "Cyberspace Education and Lifelong Learning for Professionals: Dangerous Opportunities" (L. Sattem, K. Reynolds, G. Bernhardt, and J. Burdeshaw); (20) "Technology and the Continuing Education of Professional Counselors" (P. Leary); (21) "On-Line Instruction in Counselor Education: Possibilities, Implications, and Guidelines" (M. Daniels, J. Tyler, and B. Christie); (22) "Cybercounseling and Regulations: Quagmire or Quest?" (R. Hughes); (23) "Cybercounselors v. Cyberpolice" (J. Love); (24) "Understanding the Implications of Distance Learning for Accreditation and Licensure of Counselor Preparation Programs" (C. Bobby and L. Capone, III); (25) "Cyberpaths to Ethical Competence" (E. DuMez); (26) "Summing Up" (G. Walz, et al.); (27) Introducing the "Cybercounseling and Cyberlearning Web Site" (G. Walz and J. Bloom). (ADT)

ED 442 048 CG 030 192

Granello, Paul F.
Historical Context: The Relationship of Computer Technologies and Counseling.
PUB DATE- 00
NOTE- 14p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Computer Assisted Instruction; *Computers; Context Effect; *Counseling; Counselor Role; Counselor Training; *History; Internet; Intervention; Management Systems; Supervision; Technology
IDENTIFIERS- Online Counseling

There has been a growing relationship between the profession of counseling and computers over the last four decades. The focus in the 1950s and 1960s was on producing programs that could emulate a human therapist and computer-aided instruction. In the 1970s and 1980s computing technology was utilized primarily for counseling intervention and service management as well as counselor education and supervision. However, not until the 1990s has the number of counselors and counselor educators involved with using computers grown to represent the actual adoption of the technology by the profession. In looking to the future, computers will, in all likelihood, continue to have an impact not only on the counseling profession but also in a wider sense on our culture and human identity itself. Counselors are socially sanctioned healers and as such they may have a role that goes beyond simple use of a technology; they may have a role in understanding the impact of that technology on society. Because humans like to apply anthropomorphism to machines, counselors must be careful in the future not to do the reverse and apply mechanomorphism to their clients and students. Perhaps the greatest challenge to the counseling profession will be not only to exploit the benefits of the computer/counseling relationship, but also to advocate for the use of computer technology by the society as a whole in ways that protect rather than diminish human freedom and dignity. (Contains 38 references.) (MKA)

ED 442 049 CG 030 193

Casey, John A.
Managing Technology Wisely: A New Counselor Competency.

(141)
DESCRIPTORS- Certification; Counseling; *Counselors; Court
  Litigation; Law Enforcement; *State Regulation
IDENTIFIERS- *Online Counseling

The future of cybercounseling will be greatly affected by state efforts to regulate it. Cybercounseling will probably be found by some courts to violate state licensing laws. The risk of prosecution under those laws is substantial and undoubtedly has already stunted the growth of cybercounseling in the United States. Few, if any, state licensing laws expressly address online counseling, so arguments can be made that state laws currently do not prohibit it. These arguments may succeed in some states, and will be helped by carefully worded legal disclaimers and descriptions of services on cybercounselors' Web sites. The following three possible defenses for cybercounselors are discussed in this chapter: (1) the counselor and the client agreed that the services were not subject to the licensing laws of the client's state; (2) the client's state has no right to arrest and extradite a counselor who was physically in another state at the time the services were provided; (3) cybercounselors may also be able to defend themselves from charges of practicing without a license by raising a free speech defense. This chapter also provides recommendations for cybercounselors practicing interstate. (Contains 18 notes.) (MKA)

ED 442 071   CG 030 215

Bobby, Carol L.; Capone, Lucien III
Understanding the Implications of Distance Learning for
  Accreditation and Licensure of Counselors Preparation Programs.
PUB DATE- 00
NOTE- 18p.; In: Cybercounseling and Cyberlearning: Strategies and
  Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *Certification;
  *Counselor Training; *Distance Education; Evaluation; Higher
  Education; Outcomes of Education; State Regulation

Because the paradigm for delivery of higher education is shifting so markedly in the distance learning environment, accreditors and licensure authorities will face new challenges in determining what constitutes quality education. Standards that have traditionally quantified inputs are slowly being altered to measure student learning outcomes. Knowing where, when, and how to alter standards is not always easy. Accreditors and licensing authorities have had little time to prepare for changes or to define what constitutes good practices and standards when examining distance learning programs. However, it is imperative that they begin to work together immediately to create a quality assurance system that is relevant to new learning environments and protective of the public's interest. This chapter first explores basic definitions of distance learning, accreditation and licensure, and outcomes assessment. It then addresses the question of how accreditation and licensure of educational programs will have to change. It also provides the following recommendations to insure that accreditation remains relevant: (1) review and rewrite accreditation standards to make them outcomes versus inputs oriented; (2) educate the public on what questions are being asked to evaluate quality educational offerings in the new learning paradigm; and (3) reduce duplication of effort of

NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Context Clues; Grade 4; *Instructional Effectiveness; Intermediate Grades; Reading Comprehension; *Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- *Direct Instruction

A study compared the effects of words in isolation (WI) and words in context (WC) instruction on the word learning and retention of word meanings of 11 average readers from a multi-age classroom (grades 4 and 5). To investigate whether WC instruction improved a child's ability to use context cues to determine the meaning of an unknown word encountered in context, the 11 children were divided into two reading groups, each receiving a different form of vocabulary instruction. A pre-post-post vocabulary test design was used to compare the vocabulary knowledge gains of each group and retention of word meanings over time. The WC group did experience greater gains in vocabulary knowledge and retained more vocabulary meanings over time than the WI group. In addition to the vocabulary tests, both groups were also given a pre- and post-deriving-the-meaning-of-unknown-words-from-context words from context test. This test was used to ascertain each participant's ability to independently use context to derive the meaning of unknown words from context prior to instruction and following instruction. These results were less conclusive regarding the effects of context cue instruction on the individual ability of a child to independently use context to determine the meaning of an unknown word encountered in context. Using context independently appears to be a complex task that may require extensive exposure to context, a strong vocabulary base and extensive training in how to use context to derive the meaning of unknown words. Contains 29 references, 6 tables, and 10 graphs of data. Appendixes contain numerous evaluation instruments and word lists. (Author/RS)

ED 442 092   CS 014 007

Anderson-Levitt, Kathryn M.
What Counts as the Mixed Method of Reading Instruction in Guinea? Fractures in the Global Culture of Modern Schooling.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comparative Education; *Developing Nations; *Educational Innovation; Ethnography; Foreign Countries; Global Approach; Participant Observation; *Reading Instruction; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Balanced Reading Instruction; *Guinea

This paper examines a case of educational innovation--the introduction of new methods for teaching reading in the Republic of Guinea, West Africa--as a reality check on the appealing but sweeping theory of John Meyer and his colleagues about the diffusion of educational ideals. The paper focuses on Guinea's official adoption of the "mixed" method ("la methode semi-globale"), an approach meant to balance phonics with reading for meaning. It draws from a case study using participant observation and ethnographic interviewing which

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Student Evaluation; Student Needs; *Writing Evaluation; *Writing Laboratories; *Writing Tests
IDENTIFIERS- Faculty Attitudes; *Rising Junior Examinations; Test Revision; *Western Washington University

This paper reports on the myriad difficulties in getting rid of an unsatisfactory writing examination in place at Western Washington University. First, the paper provides background information on how and why the exam (the Junior Writing Exam) came to be adopted in the 1980s (as a diagnostic test only) and explains what the exam was meant to examine. Then, it recounts how the examination became a required pass in 1991, with a significant failure rate of 40% by 1992. The writing program directors tried to improve instructional support services and instructor training since the students who failed became demoralized and bitter. The drain on Writing Center resources became alarming, and the center's personnel were desperate for a solution. This "rising junior" test was finally replaced with a different type of exam, one that was not decontextualized and lacking validity but, instead, an authentic writing task. It finds that, instead of concentrating on fixing or eliminating an exam, educators at Western Washington are now launched on establishing an interdisciplinary community of inquiry involving faculty, administrators, and students as part of the Carnegie Campus Conversations Program. (NKA)

ED 442 114 CS 217 162

Woods, Claire; Dias, Patrick; Ellis, Viv
The English Classroom as an Atelier--A Place for Promoting Personal, Passionate, and Critical Cognition.
PUB DATE- 97
NOTE- 18p.; An earlier version of this paper, titled "English and the World," has been published in English in Australia, July 1996. Based on a paper presented at the Biennial Conference of the International Federation for the Teaching of English (New York, NY, July 10-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Communication; *Classroom Environment; *Educational Practices; *English Instruction; Higher Education; Metaphors; Models; *Student Needs; Teacher Student Relationship
IDENTIFIERS- Global Issues; World English

This paper asks what it means to construct classroom practice so that the expertise of students and teacher is called forth to respond to the challenge of meeting students' needs for English in the world and for the world. The paper suggests a model and metaphor of the classroom as an atelier--a place of artisanal practice in which the expertise of both students and teacher is acknowledged and deliberately engaged. To see what this is like, the paper offers the stories those in the conference group (i.e., the authors) told each other as they explored their experiences as teachers and learners. Each case illustrates how teachers, students, or members of the community the lesson. (RS)

ED 442 134 CS 217 182

Women in Africa: Tradition and Change. Lesson Plan .
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.
PUB DATE- 00
NOTE- 6p.; Also sponsored by the National Trust for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Blacks; Colonialism; *Females; Foreign Countries; Intermediate Grades; Language Arts; Lesson Plans; Secondary Education; *Sex Role; Writing Assignments
IDENTIFIERS- *Africa (Sub Sahara); African Art; *Postcolonial Literature; Village Life

While a single lesson plan cannot fully explore the variety and complexity of African life, in this lesson students can gain insight into the lives of some black women in Sub-Saharan Africa by adopting a perspective that is in part traditional, based on the arts of African village life, and in part postcolonial, based on the work of African women writing in English and French today. Students first examine a selection of traditional African artworks that portray women within precolonial family and community life. Then students explore the literature that women have created in postcolonial Africa and present a report on one writer, profiling her career and writing and commenting on the part that traditional values play in her work. (This second part of the lesson can be presented in English or French.) The learning objectives of the lesson plan are: (1) to learn about the role of women in traditional African village life; (2) to understand the contextual nature of artwork within traditional African village life; (3) to become familiar with women writers of postcolonial Africa; and (4) to examine how the traditions of village life influence postcolonial literature. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (6-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 135 CS 217 183

"You Kiss by the Book": Shakespeare's "Romeo and Juliet." Lesson Plan .
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.
PUB DATE- 00
NOTE- 7p.; Also sponsored by the National Trust for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

the playwright adapter's job by trying some adaptation); (6) Your Script; and (7) Rigmarole (telling a story by playing Jo's favorite game) and The Final Collaborator (looking at the audience's role). (SR)

ED 442 156 CS 510 345

Carr, Gail
"Growing Up Cuban in Decatur, Georgia": Carmen Agra Deedy. Cue Sheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Class Activities; Cultural Activities; Cultural Awareness; Cultural Differences; Elementary Secondary Education; Foreign Countries; Immigration; Language Arts; Multicultural Education; Refugees; *Story Telling; *Theater Arts
IDENTIFIERS- Cuba; Georgia

This performance guide is designed for teachers to use with students before and after attending a storytelling performance of "Growing Up Cuban in Decatur, Georgia" by Carmen Agra Deedy. The guide, called a "Cuesheet," contains seven reproducible sheets for use in class, addressing: (1) A True Story (brief historical background on Cuba and questions in immigration and moving); (2) From Cuba to Georgia (a map of the southeastern U.S. and Cuba, with brief information on Carmen's family's exile); (3) The Storyteller (the author tells us about herself); (4) Storytelling (with questions for discussion regarding what makes a good storyteller and what makes a story worth telling); (5) Picture This (telling stories with images) and Resources (for more information about the storyteller, about Cuba, or about telling family stories); (6) Listen for These Lines (lines to think about before and after the performance; and (7) Tell Your Own Story (an activity to help students outline a story of their own to tell, and to evaluate it). (SR)

ED 442 157 CS 510 346

Briley, Rachel
The Potato People in "School Daze": Presented by Theatre Beyond Words. Cue Sheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Acting; Class Activities; Creative Dramatics; Cultural Activities; Elementary Education; Music; *Pantomime; *Puppetry
IDENTIFIERS- *Drama in Education

This performance guide is designed for teachers to use with students before and after a performance of the Potato People in "School Daze." The guide, called a "Cuesheet," contains seven pages of reproducible activity sheets for use in class with activities and discussion questions on the following topics: (1) Meet the Characters (introducing students to what

Elementary Secondary Education; Higher Education; Participative Decision Making; *Teamwork

This paper provides data from students in an educational administration class on use of teaming and collaboration to research educational problems. The instructor taught group dynamics and modeled the process of facilitating and developing collaboration in teams. Classes were offered in 3-1/2 hour sessions for 5 weeks. Various team-building materials were conducted throughout the course of the class, and simulations and field studies were used to encourage insight into group process and problems of communication. This paper discusses the effectiveness of: (1) course content and materials; (2) learning activities and skill practice; and (3) working in teams to accomplish class and team objectives. The purpose of the study was to collect data for class improvement but also to model the need to effectively assess work-team progress in the workplace. When what they liked best about the class, students commented positively about experiencing a mixture of lecture and group activity, learning about themselves while being in a team, and being treated as professionals who could work effectively in teams. Suggestions were mixed about the content-laden midterm but positive about being graded on both their individual and group test scores. An appendix contains a copy of the questionnaire. (Contains 14 references.) (DFR)

ED 442 179 EA 030 425

Clement, Mieke; Vandenberghe, Roland
How School Leaders Can Promote Teachers' Professional Development: An Account from the Field.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Leadership Styles; *Professional Development; *Supervisors; Teamwork
IDENTIFIERS- *Belgium

This paper focuses on the collegial relationship between school leaders and teachers, and describes the very specific policies behind the school leader's influence on teachers' professional development. In the first phase, 39 teachers from 11 schools were interviewed regarding the teachers' perceptions of their personal professional development and professional relationships with other team members. In the second phase, a case study was made of two Flemish schools to analyze the relationships between the concepts explored in the first phase and the patterns that could be discerned in these relationships. The hypothesis that teachers' professional development depends not only on the individual teacher's commitment but also on several workplace conditions was confirmed. The teachers' perceptions of the way school leaders function appears to be an important parameter for the appreciation of the contribution of the school to the process of professional development. The paper recommends that one should get closer to the participants in the leadership relationship and argues for a symbolic "interactionist" approach paying full attention to the meanings, perspectives, and purposes underlining the social relations between school leaders and teachers. (Contains 31 references.) (DFR)

Personnel; School Supervision; Search and Seizure; Sexual Harassment; *Teacher Responsibility; Torts

The purpose of this handbook is to help educators at all levels to recognize potential legal hazards in educational settings and to learn how to negotiate the slick roads safely. The focus is on school and classroom issues, not district-level topics. Legal basics are discussed in the context of both informal anecdotes about actual situations and formal cases. Chapter 1 describes how laws for educators are made. The laws that affect schools and classrooms come from many sources: federal, state, and local. Chapters 2 through 10 focus on basic rights and responsibilities of educators. Topics include speech, conduct, and privacy issues; professional liability; classroom management; censorship, copyright, and the curriculum; supervision and discipline of students; property rights, confidentiality, and reporting requirements; chronic illness and medical emergencies; and sexual misconduct and sexual harassment. Chapter 11 discusses types of legal actions that educators may face and how to defend themselves. Legal citations follow each chapter. (MLF)

ED 442 200 EA 030 484

Jones, Bruce Anthony, Ed.
Educational Leadership: Policy Dimensions in the 21st Century. Educational Policy in the 21st Century, Volume 1.
PUB DATE- 00
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Educational Administration; *Educational Change; Educational Finance; Educational Objectives; *Educational Policy; *Educational Trends; Elementary Secondary Education; Futures (of Society); *Leadership Responsibility; Politics of Education; Privatization; Public Schools; School Demography; School Effectiveness; *School Restructuring

The essays provided in this book shed light on and initiate debates about important policy issues associated with education reform and improvement. The authors do this by linking conceptual frameworks to past research, analyzing these challenges, and speculating about the contours of future research and school practice. Part 1, Educational Organizations: Evolving Thinking and Configurations, contains three chapters: "Contests Over Governance of Educational Policy: Prospects for the New Century" (James G. Cibulka); "Privatization of Education: Marketplace Models" (Martha McCarthy); and "Transaction Costs and the Structure of Interagency Collaboratives: Bridging Theory and Practice" (Patrick Galvin and Janice Fauske). Part 2, Students: The Bottom Line, features three chapters: "From Policy to Performance: Weaving Policy and Leadership Strategies To Improve Student Achievement" (Carolyn Kelley); "Education and Changing Demographics" (Betty Merchant); and "The Power of the Political: Beyond Professionalism in Integrating Programs for Children" (Carolyn D. Herrington). Part e, School Reform: National and Local Dynamic, contains two chapters: "National Standards in Local Context: A Philosophical and Policy Analysis" (Barry Bull); and "School Change Business and the Private Push" (Bruce Anthony Jones and Susan Otterbourg). Part 4, Key Dilemma, closes with two chapters: "The Future of Education Finance in Improving Public Education" (James G. Ward); and "The School Leadership Shortage: Framework for

ED 442 219 EC 307 855

McLean, Patricia; Andrews, Jana
The Learning Support Needs of Students with Psychiatric Disabilities Studying in Australian Post-Secondary Institutions.
PUB DATE- 99
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; *Dropout Prevention; Focus Groups; Foreign Countries; *Intervention; *Mental Disorders; Postsecondary Education; Student Needs; Student Rights; Surveys
IDENTIFIERS- *Australia

This project investigated the learning support needs of post-secondary Australian students with a psychiatric disability for the purpose of maximizing student retention. Fifteen focus groups were held throughout Australia with students, prospective students, teachers, support staff, and management. In addition, three surveys were completed by 256 staff, 113 students, and 25 prospective students. The project identified the following themes: (1) extent of psychiatric disability in the higher education context; (2) concepts of mental wellness and psychiatric disability; (3) issues of disclosure and confidentiality; (4) university study as a stressful experience; (5) effects of disturbing behavior (staff and student perspectives); (6) resources; and (7) roles and responsibilities. Implications are drawn for best practice support (such as the importance of staff training), for best practice policy (such as the need for accommodations), and for staff training (such as knowledge of disability legislation and student rights). Individual sections of the report address research aims, definition and terminology, relevance of the research, previous research, legal implications for policy, methodology, emerging themes, results, and discussion. Appendices provide information on interview and focus group participants and the three survey forms. (Contains 63 references.) (DB)

ED 442 220 EC 307 856

Marlowe, Mike; Maycock, George
Using Literary Texts in Teacher Education To Promote Positive Attitudes toward Children with Disabilities.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Attitudes toward Disabilities; *Disabilities; Elementary Secondary Education; Emotional Disturbances; Higher Education; Introductory Courses; *Literature; *Preservice Teacher Education; *Reader Response; Special Education Teachers

This paper briefly discusses the uses of literary and professional texts in exceptional children teacher education and then reports on two studies examining the effects of literary texts on changing attitudes of prospective teachers toward children with disabilities. In the first study, an experimental section of an introductory course in teaching utilized a literary text-based course module, whereas the control group section read chapters from standard texts. In the second study, special education majors who were enrolled in an

District Relationship
IDENTIFIERS- *Illinois

This handbook is a compilation of fiscal procedures and instructions to assist Illinois local education agencies in claiming reimbursement for special education services for the 1998-99 school year. It contains: (1) general instructions for completing the Special Education Pupil Reimbursement form; (2) instructions for filling out sections relating to private facility reimbursement, extraordinary reimbursement, and orphanage reimbursement; (3) instructions for correcting error messages on the Special Education Pupil Reimbursement Claim for private facility and extraordinary student claims; (4) instructions for completing the Special Education Tuition Cost Sheet; (5) instructions for completing the Special Education Documentation Sheets; (6) instructions for completing the Special Education Tuition Bill and Claim Computation; (7) instructions for completing the Special Education Depreciation Schedule; and (8) Title 23 of the Illinois Administrative Code, Section 130 relating to determining special education per capita tuition charge. The handbook includes the Illinois Special Education Pupil Reimbursement form, the Special Education Tuition Cost Sheet, the Special Education Documentation Sheets, the Special Education Tuition Bill and Claim Computation form, and the Special Education Depreciation Schedule form. (CR)

ED 442 240 EC 307 878

National Disability Policy: A Progress Report, November 1, 1998--November 19, 1999.
PUB DATE- 00
NOTE- 100p.; For previous Progress Report, see ED 428 496.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accessibility (for Disabled); Adults; *Civil Rights Legislation; *Compliance (Legal); *Disabilities; *Disability Discrimination; Educational Legislation; Elementary Secondary Education; Employment; Federal Legislation; Health Services; Housing; Immigrants; Inclusive Schools; *Public Policy; Research; Transportation; Trend Analysis
IDENTIFIERS- Americans with Disabilities Act 1990; National Council on Disability; *Social Security

This report describes the nation's progress in advancing public policies to increase the inclusion, empowerment, and independence of people with disabilities of all ages consistent with the vision of the Americans with Disabilities Act of 1990. The report covers the period of November 1, 1998 through November 19, 1999. It reviews federal policy activities by major issue areas, noting progress where it has occurred and making further recommendations where necessary. Progress is evaluated in the following areas: (1) disability research; (2) civil rights; (3) education; (4) health care; (5) long-term services and supports; (6) youth; (7) immigrants and racial and ethnic minorities with disabilities; (8) social security work incentives and programs; (9) employment; (10) welfare-to-work; (11) housing; (12) transportation; (13) technology and telecommunications; and (14) international issues. The report concludes that current public policy results in an unemployment rate for people with disabilities exceeding 70 percent; that current policy favors institutional placements and segregated housing over independent living with appropriate support services; and that students with disabilities are not receiving special education in regular education environments. It urges school's location, the history of the school, and the relationship of the school to the community and the opportunities the older school affords. Each factor is examined and examples of school design are provided, including modifying double loaded corridors to provide resource areas and clustering learners to promote collaboration. (Contains 12 PowerPoint slide printouts.) (GR)

ED 442 260　　　　EF 005 728

Jacob, Paul; Poros, John
Stewpot Pre-School Feasibility Study. Daycare Planning Guidelines: A Pre-School for Stewpot Community Services.
SPONS. AGENCY- Phil Hardin Foundation, Meridian, MS.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Design; Classroom Furniture; Educational Equipment; *Educational Facilities Design; *Educational Facilities Planning; *Guidelines; Preschool Education; Public Schools; Space Utilization

The Education Design Institute developed a series of tearsheets that were used as part of a feasibility study for a pre-school. The tearsheets, which aid designers in planning pre-school environments, outline educational objectives; optimum square foot standards; general environmental concerns; and furniture and equipment for infant, toddler, and pre-school age groups. A diagram of each room along with a list and diagrams of furniture and equipment are included for each age group. (GR)

ED 442 261　　　　EF 005 730

Lackney, Jeffery A.
Why Optimal Learning Environments Matter.
PUB DATE- 99
NOTE- 7p.; Keynote speech delivered at the Annual Meeting of the Alaska Chapter of the Council of Educational Facility Planners, International (Anchorage, AK, December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Facilities Improvement; *Educational Quality; Elementary Secondary Education; *Public Schools; *Social Development; *Student School Relationship
IDENTIFIERS- *Learning Environment

A presentation examines the empirical research on the quality of children's social and educational experiences in educational environments and discusses why the public should be concerned with providing optimal environments for learning. It explores what an optimal learning environment is and provides its five attributes, including its ability to foster strong formal and informal leaders where teachers are treated as professionals; its ability to be learner-centered; and its being created and sustained through parental and community attention, collaboration, and partnerships. (GR)

ED 442 262　　　　EF 005 753

Ansley, James

on these two distinct yet inter-related concerns in language revitalization efforts: directionality and policy preservation. The problem of directionality of language policy, the direction from which policy is generated and implemented, namely, top-down (government-imposed) or bottom-up (grassroots public-imposed) is unavoidable. It is argued that neither approach can be entirely successful without the other and that the present societal structure where the language is to be used must be considered. The second problem, the question of how to preserve policy over time and through changes in government and leadership once a language policy has been agreed upon and is being implemented, is equally essential. Five suggestions are offered for preserving existing policy, while at the same time allowing the policy to grow and develop. Current research on this subject is reviewed. (Contains 11 references.) (Author/KFT)

ED 442 282 FL 026 287

Clankie, Shawn M.
Genericization: A Theory of Semantic Broadening in the Marketplace.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Applied Linguistics; Etymology; Language Usage; *Semantics; *Semiotics; Sociolinguistics
IDENTIFIERS- *Brand Names

Genericization theory developed as a response to claims from outside of linguistics that generic use in brand names (for example, using Kleenex as a generic noun for all facial tissues, or Xerox for all photocopiers) is the result of marketing factors or misuse by consumers. This paper examines the linguistic factors that create an environment where genericization of a brand name could take place. These triggers of generic brand name change can provide insight into more traditional problems of semantic change, namely the problems of actuation, or how such changes begin, and whether there are types of semantic change that may be seen as regular or systematic. There are four primary hypotheses that form genericization: (1) Novelty--when a brand name for an innovative product and the association of that item with its brand name become synonymous; (2) length and predominance--when the predominate brand name in a semantic class is shorter than the corresponding class-noun, and the brand becomes the generic for the entire semantic class; (3) genericization as a regular process--when the brand name change is a regular process that recurs in the same pattern; and (4) simple association--when there is a psychological association between a brand name and a single product (i.e. Rollerblades or Walkman). (KFT)

ED 442 283 FL 026 288

McWhorter, John
Spreading the Word: Language and Dialect in America.
PUB DATE- 00
NOTE- 83p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Amharic; Applied Linguistics; Black Dialects; Chinese; Code Switching (Language); *English; English (Second

*English (Second Language); Learner Controlled Instruction; Lesson Plans; *Letters (Correspondence); Second Language Instruction; Second Language Learning; Student Motivation; *Student Writing Models; Teaching Methods; Writing Instruction

This curriculum is designed to be a flexible enrichment project for adult English-as-a-Second-Language (ESL) education by harnessing the dynamic power of letters for language learning purposes. The goals of the project are to help teachers assisting students in developing communication skills, encourage social interaction as a means of building language skills, increase cultural awareness among students, identify the role letters play in maintaining ties between family members, and teach students how to create and display an in-class exhibition of personal letters. Each of the activities explores the power and significance of family letters. Students will examine the writings of immigrant families from the past and compare them to their own personal experience and correspondence. The class may share the experience with each other and the community by creating an exhibit that interprets the meaning of family letters. The project encourages adult ESL students to reflect on their shared experiences as immigrants and motivates them to continue building their English language skills. The project is designed to take up to eight sessions, which include the following topics: the value of letters, how letters bind families, translating and sharing letters, and the mechanics of beginning the exhibit-building process, discovering themes, labeling and mounting letters, and publicizing the exhibit and evaluating the experience. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 442 302 FL 801 367

Fortalecete! Pensamientos e ideas sobre el desarrollo de curriculo para maestras de educacion basica en espanol ("Get Energized! Thoughts and Ideas on Curriculum Development for Spanish Basic Education Teachers").
PUB DATE- 96
NOTE- 56p.
LANGUAGE- Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Check Lists; *Curriculum Development; Introductory Courses; Lesson Plans; *Literacy Education; *Spanish; *Teaching Methods

This booklet outlines approaches to adult basic education Spanish literacy. It includes the following: explanatory note for English (non-Spanish) readers; general goals of a Spanish language literacy (SLL) program in Holyoke, Massachusetts; checklists; learning objectives for reading and writing; SLL lesson plan guide; outline for SLL curriculum units; information about evaluation; starting a course; working with a beginning-level group; lesson plans for the first days of an SLL level one group; and advanced lessons. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (LR)

ED 442 303 FL 801 378

Silliman, Anna; Tom, Abigail
Practical Resources for Adult ESL: A Selection Guide to Materials for Adult ESL and ESL/ESOL Literacy. Alta Teacher Resource Series.
PUB DATE- 00
NOTE- 174p.

four-year public institutions, and independent colleges and universities. For each institution, data is provided for the number of African American, Native American, Asian American, Hispanic American, White, foreign, and other race students, and by gender, for full- and part-time undergraduate, total undergraduate, full- and part-time graduate/professional, total graduate/professional, and all students. (SM)

ED 442 323 HE 032 895

Connections: Adult Learners and the Evolving University. Proceedings of the Annual Alliance/ACE Conference (19th, Saratoga Springs, New York, October 21-23, 1999).
PUB DATE- 99
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Academic Persistence; Acceleration (Education); *Adult Learning; *Adult Students; Certification; Computer Uses in Education; Cooperative Learning; Cultural Influences; Disabilities; *Distance Education; Diversity (Student); *Educational Technology; Ethics; Foreign Countries; Graduate Study; Health Personnel; Higher Education; Integrated Curriculum; Journal Writing; Learning Processes; Mentors; Multicultural Education; Nontraditional Students; Student Attitudes; Student Motivation; Teaching Methods; Transformative Learning; World Wide Web
IDENTIFIERS- Australia; Learning Communities

This collection of 38 papers has as its focus adult learners, and covers a wide range of topics including: electronic peer networks; workplace training (in Australia); health professional accreditation; students with disabilities; vertically integrated courses; balancing instructional modes through journal writing and student collaboration; on-line communities for distance learning; building technology skills in adult learners; distance learning opportunities and challenges; barriers to adult undergraduate education; "learners" and the learning process; strategies for evaluating on-line materials; educational persistence among nontraditional graduate students; Web-based distance learning graduate programs; graduate education; integrating multidimensional research and multimedia for conventional and nonconventional students; working with virtual students; ethical issues in academic mentoring; academic discourse and culture-centered context; quality citations and imposter sites; citizens forums; teaching with technology; adult learning and motivation in accelerated courses; instruction for culturally diverse students; quality learning and instruction in hyperspace; on-line orientation for new faculty; and student and faculty learning experiences with Web courses. (Most papers include references.) (CH)

ED 442 324 HE 032 896

Price, Robert V.
PSI Revisited: Designing College Courses Using the Personalized System of Instruction (PSI) Model.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

enjoy them, moot court competitions are still a viable part of the law school curriculum. (Contains 16 endnotes and 10 references.) (CH)

ED 442 344 HE 032 918

Renewing the Covenant: Learning, Discovery, and Engagement in a New Age and Different World. Sixth Report. An Open Letter to the Friends of American Public Higher Education.
PUB DATE- 00
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Diversity (Student); *Educational Finance; *Educational Legislation; *Educational Policy; Elementary Secondary Education; Government School Relationship; Higher Education; Policy Formation; Political Issues; *Politics of Education; Public Education; School Business Relationship; School Community Relationship; School Role; State Aid; *State Colleges; *State Universities
IDENTIFIERS- *Kellogg Foundation

This final Kellogg Commission report urges a renewal of the covenant between state universities and colleges and the public they serve. The report calls for a new kind of public institution, one that is both a first-rate student university and a first-rate research university, that provides access to a diverse student population, reaches out to engage the larger community, and provides opportunities for lifelong learning. The Commission sees a national commitment to public education as: equal educational opportunity; excellence in undergraduate, graduate, and professional curricula; learning environments that meet civic needs; graduate education informed by scholarship and responsive to public needs; institutional resources brought to bear on community problems; data systems that allow periodic assessment of progress toward goals; and ongoing monitoring of the report recommendations. The report also sets out the public's responsibilities, urging enactment of new legislation that would help public universities create partnerships with public schools and revitalize K-12 education, as well as harness new telecommunications technologies to create a national learning society. It urges federal tax policy that encourages more private-sector partnerships with universities for joint research and educational activities and reminds states of their historic role of providing the major share of funding for public education. (CH)

ED 442 345 HE 032 919

Wine, Jennifer S.; Whitmore, Roy W.; Heuer, Ruth E.; Biber, Melissa; Pratt, Daniel J.
Beginning Postsecondary Students Longitudinal Study: First Follow-Up 1996-98 (BPS:96/98) Methodology Report. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 00
NOTE- 276p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

Howe, Richard D.
Salary-Trend Study of Faculty in Anthropology for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Anthropology; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 681 anthropology faculty at 120 public and 320 faculty at 81 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $56,704 for anthropology faculty in public institutions and the average salary of $60.095 in private institutions were, respectively, 1.2 percent lower and 9.8 percent higher than the average salary for all faculty in all major fields, and, respectively, 1.03 percent per year and 1.7 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 365 HE 032 955

Howe, Richard D.
Salary-Trend Study of Faculty in Architecture and Related Programs for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Architectural Education; *Architecture; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Engineering Technology; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 1,038 engineering related technologies faculty at 95 public institutions and 76 faculty at 11 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $52,792 for engineering related technologies faculty in public institutions and the average salary of $48,353 for faculty in private institutions were, respectively, 8.7 percent and 13.2 percent lower than the average salary for all faculty in all major fields. The average salary increase was, respectively, 1.6 percent per year and 1.0 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 384 HE 032 974

Howe, Richard D.
Salary-Trend Study of Faculty in English Language and Literature, General for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; *English Literature; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 7,063 English language and literature, general faculty at 282 public institutions and 3,338 faculty at 360 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Physical Sciences; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for physical science, general faculty at 64 public institutions and 49 private institutions. The study found that for the 1999-2000 period the average salary of $78,629 for 1,136 physical science, general faculty in public institutions and $50,026 for 132 physical science, general faculty in private institutions were, respectively, 37.0 percent higher and 9.4 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 5.8 percent per year above and 8.5 percent per year below the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 403 HE 032 993

Howe, Richard D.
Salary-Trend Study of Faculty in Physical Therapy for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Physical Therapy; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for physical therapy faculty at 41 public institutions and 49 private institutions. The study found that education systems; many are looking to U.S. models, and our institutions need to support and nurture these programs. (RH)

ED 442 422 HE 033 020

Toward an Affordable Future: Report of the Missouri Commission on the Affordability of Higher Education.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Educational Finance; Educational Legislation; *Educational Policy; Government School Relationship; Higher Education; Paying for College; Politics of Education; Public Support; State Boards of Education; State Surveys; Statewide Planning; *Student Costs; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Missouri

This report presents the findings of a commission established by the Missouri State Coordinating Board of Higher Education in response to concerns posed by the rising cost of undergraduate attendance at institutions of higher education. The commission's charge was to review pertinent data and make recommendations to the higher education community on the price of attendance, factors affecting the cost of attendance, the role of financial aid, the state of public information and the need for greater accountability, and the relevant public policy issues. The commission found: there has been a shift in responsibility for the financing of higher education to students and their families, with this burden increasingly being financed through student loans; institutional aspirations and public expectations have a significant impact on cost; Missouri residents have access to a diverse system of public and private higher education institutions that offer a wide range of choices in terms of tuition and fee levels; state-level policymakers and the public have a limited understanding of institutional pricing policies and the reasons for the increasing costs of higher education; and because of various subsidies, no student pays the full cost of college. Charts and tables examine tuition costs and fees, and federal and state financial aid. The final section of the report presents the Commission's recommendations. (Contains 36 references.) (RH)

ED 442 423 HE 033 021

Zemsky, Robert, Ed.
A Lens to the Enterprise.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Clinical Teaching (Health Professions); *Community Health Services; Cost Effectiveness; Educational Change; Educational Economics; Educational Environment; Efficiency; Higher Education; Medical Care Evaluation; *Medical Education; *Medical Schools; Primary Health Care

This essay is based on a series of roundtables convened through the Knight Collaborative National Medical Education Roundtable. It reports that the challenges and transformations experienced in recent years by community-based medical schools and clinical

DESCRIPTORS- *College School Cooperation; Computer Mediated Communication; Cross Cultural Training; *Cultural Awareness; *Electronic Mail; Higher Education; Internet; Literacy Education; *Middle School Students; Middle Schools; Multicultural Education; *Preservice Teachers; Writing Skills

This paper describes an e-mail-based correspondence project between 56 pairs of university-school partners: pre-service teachers enrolled in a multicultural education course, and middle school students enrolled in language arts classes in a culturally diverse, economically depressed community. The purpose of the critical action research project was to offer the pre-service teachers an opportunity to interact with students of diverse cultural backgrounds and to offer the middle school students an interesting way to engage in literacy development. Partners corresponded with each other for 10 weeks. Data examined includes letters written during the 10-week period, end-of-semester pre-service teacher project reports, weekly instructor field notes, faculty/pre-service student dialogue journals, and a questionnaire completed by middle school students at the conclusion of the project. Positive outcomes were seen in both student populations, including a broadening of multicultural awareness and improvements in skills development. The paper also discusses the advantages and disadvantages of technologically mediated communication. One disadvantage noted was the difficulty students had in interacting with someone they had not met; it was suggested that correspondents should be allowed to meet at the beginning of the correspondence. (Contains 38 references.) (CH)

ED 442 443 HE 033 041

Stallworth-Clark, Rosemarie; Nolen, Martha T.; Warkentin, Robert; Scott, Janice S.

College Students' Academic Performance: The Interaction of Strategy Engagement, Content, and Context. A Roundtable Presentation.

PUB DATE- 00

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; College Freshmen; College Students; Educationally Disadvantaged; *Evaluation; *High Risk Students; Higher Education; *Learning Strategies; Performance Factors; Questionnaires; Reading Comprehension; *Remedial Reading; Study Skills; Teaching Methods

IDENTIFIERS- Student Activities Questionnaire

This study investigated the association between college students' engagement of learning strategies and their academic performance in a freshman psychology course. Three groups of students participated in the study: 22 at-risk freshmen who were taught learning strategies in a linked strategy-instruction course; 22 students who had previously taken a remedial reading course; and 184 regularly admitted freshmen and upper level students. The linked learning strategies course was an intensive introduction to studying in college, and students were taught to monitor reading comprehension using annotated marginal study questions. All three groups of students completed the Student Activity Questionnaire (SAQ) at the end of the psychology course. Data were analyzed to

*Welfare Reform; Wisconsin

This book examines welfare reform, occasioned by the federal Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA), which abolished Aid to Families with Dependent Children (AFDC) and replaced it with Temporary Assistance for Needy Families (TANF). It is based on research in Ohio, Kansas, Wisconsin, Minnesota, and Michigan that included interviews with political and administrative leaders in state and local governments; review of state documents, contracts, reports, press releases, and other information on welfare reform; and detailed case studies of two local sites within each state. Chapters and authors are as follows: "Learning from Midwestern Leaders (Carol S. Weissert); "Welfare Reform Meets the Devolution Revolution in Ohio" (Charles F. Adams, Miriam S. Wilson); "Kansas Carves Out a Middle Ground" (Jocelyn M. Johnston, Kara Lindaman); "Wisconsin's W-2 Program: Welfare as We Might Come To Know It?" (Thomas Kaplan); "Minnesota's Balancing Act: Boosting Work Incentives and Job Readiness While Controlling Costs" (Thomas F. Luce, Jr.); "Michigan's Welfare Reform: Generous but Tough" (Carol S. Weissert); and "Concluding Comments: Welfare Reform and Governance" (Thomas L. Gais). An "About the Authors" section concludes the document. (KC)

ED 441 954   CE 080 225

Oroval, Esteve; Torres, Teresa
The Financing of Vocational Education and Training in Spain. Financing Portrait. CEDEFOP Panorama.
PUB DATE- 00
NOTE- 88p.; Written with the collaboration of Francese Colomer. Foreword by Sarah Elson-Rogers and Sven Westphalen. For related documents, see ED 426 273, ED 431 106, ED 431 880, ED 435 795, ED 436 649, CE 080 197, CE 080 226 and CE 080 249.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Developed Nations; *Educational Finance; Foreign Countries; Job Training; Postsecondary Education; Secondary Education; *Unemployment; *Vocational Education
IDENTIFIERS- European Social Fund; *Spain

This report describes the funding of vocational education and training (VET) between 1986 and 1998. In Spain, VET is governed by many laws and agreements between the government and social partners. Spain receives structural funds through the European Social Fund (ESF) and European Regional Development Funds (ERDF). Financing of initial vocational training (regulated vocational training and social guarantee programs) is entirely direct. Regulated vocational training is funded by the Ministry of Education and Culture (MEC), divisions or departments of the autonomous communities, local authorities, private funds, and structural funds. Social guarantee programs are funded by MEC, autonomous communities, non-profit institutions, and ESF. All workers have access to training through two national continuing training agreements (ANFCs). Created by the ANFC signatories, the Foundation for Continuing Training (FORCEM) supplies financial support for the following training activities: training plans, individual training leave, and complementary and follow-up measures to training. Continuing training is funded by a training levy, ESF, and private contributions. Unemployed persons participate in National Vocational Training and Occupational Integration Plan (Plan FIP), training

(055)
DESCRIPTORS- Bulletin Boards; Chalkboards; Charts; *Classroom Techniques; *Instruction; *Instructional Materials; Projection Equipment; Signs; Small Group Instruction; *Speech Skills; *Student Organizations; Teaching Methods; Transparencies; *Visual Aids; Workshops
IDENTIFIERS- *4 H Programs

This booklet contains tips and techniques for making presentations, especially for 4-H groups. The following topics are covered: (1) workshop presentations; (2) training techniques for groups; (3) using an overhead projector; (4) when to use charts; (5) how to make a flip chart; (6) how to make a flannel board; (7) using a chalkboard; and (8) how to teach a skill. The booklet is illustrated with line drawings. (KC)

ED 441 973 CE 080 260

Workforce Training Needs and Practices of Washington State Employers.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adults; College Graduates; Demand Occupations; *Educational Needs; *Employer Attitudes; *Employment Qualifications; High School Graduates; *Job Skills; *Job Training; *Labor Needs; Microcomputers; Occupational Surveys; Skilled Workers; State Surveys; Vocational Education
IDENTIFIERS- *Washington

A survey of 10,739 employers (37 percent rate of return) was conducted in Washington state from July through September 1999 to determine training and skill needs of employers and the capacity of the state's training programs to meet those needs. In addition, research was conducted through data matching of unemployment insurance and training program records and telephone surveys with former training programs students and the employers who hired them. Some of the findings of the survey were the following: (1) nearly two-thirds of firms looking for workers during the last 12 months reported difficulty finding qualified applicants; (2) the scarcity of skilled workers affected all industries, most particularly construction and manufacturing; (3) among those reporting difficulty, nearly three-quarters of firms said the scarcity of skilled workers lowered productivity, while about two-thirds said it reduced output and sales and the quality of products and services; (4) the most serious shortage was of workers with postsecondary training, especially vocational training; (5) 9 of 10 employers had a hard time finding skilled workers with occupational-specific skills; (6) more than one-third of employers reported increasing classroom training for employees during the past 3 years; (7) 85 percent of employers provided on-the-job training; (8) nearly half of employers reported that the skills required to perform production or support or support jobs have increased during the past 3 years; and (9) nearly half of all nonsupervisory employees used computers on their jobs. (KC)

ED 441 974 CE 080 261

Allen, Lili; Hogan, Christopher J.; Steinberg, Adria
Knowing and Doing: Connecting Learning & Work.

"economic subjects"); and (8) doubts about postmodern doubt (possible future of HRD practices). Appended are the following: overview of research methods; glossary; and 327-item bibliography. (MN)

ED 441 991 CE 080 279

Ainley, Patrick
Learning Policy: Towards the Certified Society.
PUB DATE- 99
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Apprenticeships; Competence; Continuing Education; Credentials; Economic Development; *Education Work Relationship; Educational Administration; Educational Certificates; Educational Change; Educational History; Educational Legislation; *Educational Policy; Elementary Secondary Education; Evaluation Methods; Federal Legislation; Foreign Countries; Futures (of Society); *Government School Relationship; Job Training; Lifelong Learning; National Curriculum; National Standards; Outcomes of Education; *Policy Formation; Postsecondary Education; Public Policy; Salary Wage Differentials; Standardized Tests; *Student Certification; Student Evaluation; Systems Approach; Technical Insti National Vocational Qualifications (England); *United Kingdom
IDENTIFIERS- National Vocational Qualifications (England); *United Kingdom

This book, which traces the emergence of an official state-sanctioned learning policy for education and training in the United Kingdom, examines how the country's government has taken a concerted approach to accomplishing the following two goals: (1) integrating the reproduction of knowledge at all levels in the educational institutions under their control with skill formation in training both in and out of employment and (2) linking education and training to the economy in a systemic manner. The following topics are among those discussed in the book's introduction and five chapters: (1) emergence of learning policy (learning versus unlearning, living and learning); (2) tripartate schooling, 1944-63 (the postwar welfare state settlement, peculiarities of the English system); (3) comprehensive schooling, 1963-76 (comprehensive reform, what went wrong, technical training, and the tertiary option); (4) training without jobs, 1976-87 (the vision of the Manpower Services Commission, the Quango under Margaret Thatcher, the new contracting postwelfare state); (5) education without jobs, 1987-97 (a new settlement of education, higher education in the 1990s, academics' reaction to the new policies, the example of further education); and (6) new learning under new labor (extending the new settlement, the goal of full employability, levels of learning and levels of earning, and "dumbing down"). (Contains 303 references.) (MN)

ED 441 992 CE 080 281

Fischler, Gary L.; Booth, Nan
Vocational Impact of Psychiatric Disorders: A Guide for Rehabilitation Professionals.
PUB DATE- 99
NOTE- 258p.
LANGUAGE- English

NOTE- 304p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Adult Education; Annotated Bibliographies; Apprenticeships; Comparative Education; *Delivery Systems; Developing Nations; Economic Climate; Education Work Relationship; Educational Administration; Educational Environment; Educational Objectives; Educational Policy; Educational Trends; Elementary Secondary Education; Employment Patterns; Employment Qualifications; Foreign Countries; Government School Relationship; Job Skills; *Job Training; Models; National Organizations; National Standards; Needs Assessment; Nonformal Education; Population Trends; Postsecondary Education; Program Administration; Program Evaluation; Public Education; Quality C
*Asia (Southeast); *Australia
IDENTIFIERS- *Asia (Southeast); *Australia

This book provides an overview of vocational-technical education and training (VTET) in the 10 member countries of the Southeast Asian Ministers of Education Organisation (SAMEO). The book begins with an introduction explaining the objectives and methodology of the cooperative research project on which the study was based. Each of the 10 subsequent chapters detail the study findings regarding one of the following countries: Brunei Darussalam; Cambodia; Republic of Indonesia; Lao People's Democratic Republic; Malaysia; Union of Myanmar; Republic of Philippines; Singapore; Kingdom of Thailand; and The Socialist Republic of Viet Nam. All chapters place special emphasis on the country's VTET accreditation and certification systems. Other topics addressed in the country reports include the following: geography and economy; structure of the education and training system; occupational skills maps and skills standards; types and levels of qualification; quality assurance; apprentice scheme; nonformal education; women's education; and employment and unemployment. The final chapter outlines a framework for comparing SAMEO member countries' VTET systems and identifies differences and similarities among their VTET systems. Forty-seven tables/figures are included. Appended are the following: list of country researchers; 208-item annotated bibliography; and overview of Australia's VTET system that includes 22 tables/figures and 16 references. (MN)

ED 442 010 CE 080 308

Butler, Elaine; Ferrier, Fran
"Don't Be Too Polite, Girls!" Women, Work, and Vocational Education and Training: A Critical Review of the Literature.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 00
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Continuing Education; Curriculum; *Education Work Relationship; Educational Needs; *Educational Policy; Educational Practices; Educational Research; Educational Trends; *Employed Women; *Equal Education; Foreign Countries; Literature Reviews; Marketing; Needs Assessment; Policy Formation; Politics of Education; Postsecondary Education; Public Policy; Secondary Education; Social Change; Teaching Methods; Trend Analysis; *Vocational Education; *Womens Education

Juvenile Facilities" (L. M. Hayes), states that youth suicide is recognized as a serious public health problem, but within juvenile facilities has not received comparable attention. Collaborative efforts and technical assistance training are essential components for suicide prevention within secure juvenile facilities. Also included are brief articles that discuss recent initiatives, programs, research, publications, and the Web site of the Office of Juvenile Justice and Delinquency Prevention. (Each article contains references.) (MKA)

ED 442 030 CG 030 028

Cocozza, Joseph J.; Skowyra, Kathleen R.
Youth with Mental Health Disorders: Issues and Emerging Responses.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Adolescents; Community Involvement; Cooperation; *Juvenile Justice; *Mental Disorders; *Mental Health Programs; Models; Prisoners; Screening Tests

The mental health needs of youth in the juvenile justice system have received more attention at the federal level in the past 2 years than in the past three decades combined. The importance of the mental health issue is also being recognized at the state level. A number of factors have contributed to this change. They include: growing recognition of the mental health needs of youth in general; increasing reliance on the justice system to care for individuals with mental illness; and recent changes in the juvenile justice system. Despite this growing concern, there is a paucity of adequate research on the prevalence and types of mental health disorders in the juvenile justice system. However, these conclusions can be drawn: youth in the juvenile justice system experience substantially higher rates of mental health disorders than youth in the general population; a high percentage of youth in the juvenile justice system have a diagnosable mental health disorder; it is safe to estimate that at least one out of every five youth in the juvenile justice system has serious mental health problems; and many of the youth in the juvenile justice system with mental illness also have a co-occurring substance abuse disorder. A set of comprehensive strategies and models for dealing with mental illness in the juvenile justice system is emerging. It includes collaboration across systems, diverting youth with mental disorders from the juvenile justice system, mental health screening, community-based alternatives, and appropriate treatment. (Contains 47 references.) (MKA)

ED 442 031 CG 030 029

Kamradt, Bruce
Wraparound Milwaukee: Aiding Youth with Mental Health Needs.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Adolescents; Family Involvement; Financial Support; Health Maintenance Organizations; Individual Needs; *Juvenile Justice; *Mental Health; Mental Health Programs; Outcomes of Treatment; Psychological Needs
IDENTIFIERS- *Wisconsin (Milwaukee County)

PUB DATE- 00
NOTE- 13p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Competence; Counseling; *Counselor Role; *Mental Health; Modeling (Psychology); Perception; *Technology

If counseling and guidance professionals are to improve the mental health of individuals and society, then they must carefully examine the relationship between mental health and technology. Healthy management of technological tools may be one of the most critical competencies a counseling professional can model and teach. The purpose of this chapter is not to provide all of the answers but to stimulate the discussion with some relevant perspectives in relation to awareness of technology's benefits and limitations and the growing need to manage technology wisely. In order to help people make choices about their use of technology, counselors must develop awareness of technology's benefits and limitations. The second step is to manage technology wisely. In order to do this individuals should: keep an internal locus of control around the use of technology; choose appropriate technologies wisely; draw boundaries around the use of technology; avoid measuring personal worth on the basis of the skills or competencies of others; and monitor impulse control and the need for immediate gratification and fascination with new technologies. (Contains 14 references and a list of 7 additional resources.) (MKA)

ED 442 050 CG 030 194

Clawson, Thomas W.
Expanding Professions Globally: The United States as a Marketplace for Global Credentialing and Cyberapplications.
PUB DATE- 00
NOTE- 11p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Counseling; *Credentials; Foreign Countries; Foreign Workers; *Global Approach

This chapter explores how the United States may become a marketplace for offshore credentialing, therefore expanding the human capital interested in a profession. The counseling profession is used as an example, as counseling lends itself well to cyberapplications. A list of seven historical reasons is given as to why American professions on the whole need education and planned action from those who could make vast gains by establishing professions in the United States. These reasons are meant to stimulate ideas that might lead to bringing professions to this country. An explanation is given of how globalization of American professions would work. In order to deal with an influx of international workers, two mandates for dealing with the maze of international credentialing are presented. They are: (1) instructing members of the profession with strategies for finding regulations and proper credentials in foreign countries, and in the same view, knowing who to turn to as foreign counterparts; and (2) instructing foreign applicants in how to translate their portfolios into meaningful host-style applications. A three-step checklist for customizing globalization to a profession is provided. (MKA) educational programs by encouraging cooperation between and among accrediting agencies and licensing authorities. (Contains 25 references.) (MKA)

ED 442 072   CG 030 216

DuMez, Elizabeth
Cyberpaths to Ethical Competence.
PUB DATE- 00
NOTE- 24p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Competence; *Consultation Programs; Decision Making; *Ethics; *Internet; Models
IDENTIFIERS- Cyberspace

Reverberating aspirations in the unfolding dimensions of cyberspace are our inevitable future. Being a professional practitioner requires a good deal of wisdom, a necessity in weighing and choosing among the inevitable choices one's practice presents. The steps along a path to wisdom, according to B. L. Visotaky, require exposure to varying opinions, debate, and discussion. In the midst of our frenetic workdays, we must all afford the luxury of thoughtful discourse on difficult issues. This chapter first considers a conceptual floor for ethics consultation on the Internet and discusses directions and detours as well as redressing ethical infractions. It then provides examples and innovations in ethics consultation, describes anticipated perils and advantages, and presents frameworks for decision making. Two appendixes are provided. The first contains vignettes of ethical dilemmas and the second contains other questions for decision making. (Contains 22 references.) (MKA)

ED 442 073   CG 030 217

Walz, Garry R.
Summing Up.
PUB DATE- 00
NOTE- 10p.; With contributions from John W. Bloom, James Sampson, Wayne Lanning, and Robert Chapman. In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Counselor Role; *Distance Education; Internet
IDENTIFIERS- *Online Counseling

Cybercounseling is an idea whose time has come, but counselors are not yet ready to say with conviction what it really is or how it should be employed. Counselors need continued interest and enthusiasm for its use, but for now, they should be experimental. The Internet will play an increasing role in how persons learn and behave. Counselors need to take greater responsibility for insuring that they hone their Internet learning skills and become sharp learners, not dull ones. The augmentation of traditional counseling with different cybercounseling features will benefit the efficacy of present day counseling and contribute to increasing the experience and research base of knowledge regarding the efficacy of cybercounseling and its different features. Insuring that all clients are skilled in information searching is the greatest gift of all. It is a skill that can be acquired irrespective of traced ideas about good reading at the Guinea Pedagogical Institute. At the level of what Meyer calls rhetoric, the paper argues that the global model of modern schooling includes the premise that ordinarily the mixed method of reading instruction is preferable and the sub-premise that within the mixed method, it is preferable to emphasize reading for meaning. The paper states that world institutions theory implies uniformity in the model of schooling among core nations, since they have been borrowing from one another since the 19th century, but the question is whether the core really holds a single model of modern schooling available for the periphery to borrow. The paper as a whole involves a 3-way comparison among Guinea, France, and the United States. (Contains 5 figures, a table, 13 notes, and 47 references.) (NKA)

ED 442 093 CS 014 008

O'Connor, Rollanda E.; Bell, Kathryn; Harty, Kristin; Kappel, Louise; Sackor, Sharry
The Influence of Text Difficulty on Children's Reading Comprehension Growth.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Instructional Effectiveness; Intermediate Grades; Reading Achievement; *Reading Comprehension; *Reading Difficulties; *Reading Instruction; Reading Research; *Tutoring
IDENTIFIERS- Reading Fluency

Significant progress has been made in designing beginning reading instruction for young children with reading disabilities (RD), but much less is known about children with RD in the intermediate grades who read very poorly despite several years of instruction and exposure to print. The aim of this research was to compare the influence of text difficulty (reading-ability matched or grade-level matched) on the growth of student's reading comprehension over the course of 18 weeks of one-to-one tutoring. Forty-six third through fifth grade poor readers, including twenty-five with high incidence disabilities, were randomly assigned to one of two tutoring conditions, or to a control condition. Following tutoring, significant differences favored tutored children in all measured reading skills; however, the only significant difference between treatments was in reading fluency, which favored children who were tutored with text matched to their current reading ability. A subanalysis of the outcomes of the lowest skilled readers found differences favoring children in the reading-ability matched text in word identification and oral reading, as well as word attack. These findings have implications for decisions about how "special" a child's reading instruction should be to predict adequate growth. Contains 32 references, 2 tables, and 2 figures of data. (Author/RS)

ED 442 094 CS 014 009

Nevada High School Proficiency Examination: Reading. Form E Released, Part 1 and Part 2.
PUB DATE- 99

variously take the roles of apprentices or experts. Each one also describes activities which engage students and teachers in passionate, personal, and critical ways of interacting with the world with and through language. The atelier/classroom is the site for the arts of discourse, that is the language arts. English curriculum should be a place for concentration on the language and discourse practices of contexts beyond the classroom. Contains 13 notes. (NKA)

ED 442 115 CS 217 163

Henterly, Ann Marie
Developmental Spelling and Phonemic Awareness in Kindergarten.
PUB DATE- 00
NOTE- 73p.; Master's project, Western Washington University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Instructional Effectiveness; *Kindergarten; *Kindergarten Children; Primary Education; *Reading Skills; Rural Education; *Spelling; *Spelling Instruction; Vocabulary Skills
IDENTIFIERS- *Phonemic Awareness

Thirty-eight rural kindergarten students participated in this quasi-experimental study designed to assess the effect of employing daily, sequential phonemic awareness exercises on kindergartners' developmental spelling skills. In September all students were assessed for letter recognition, symbol-sound correspondence, phoneme segmentation and blending skills, and developmental spelling level. The Peabody Picture Vocabulary Test (revised) for receptive language was administered to show equality between treatment and control groups. Both groups received the same instruction on alphabet recognition and sound-symbol correspondence. In late February, after 5 months of phonemic awareness training, the 20 students in the treatment group scored significantly higher on auditory three-phoneme blending and segmentation measures than the 18 children who did not receive the training. On an assessment of graphemic representation of three-phoneme words, the 14 non-ESL (English as a second language) students in the treatment group scored significantly higher than the 13 non-ESL students in the control group. An analysis of spelling in the journal writings in March showed that five students in the treatment group compared to one student in the control group were writing at the phonetic developmental spelling level (Gentry, 1982). The majority of children in both classes were writing at the semi-phonetic level. Students in the treatment group demonstrated a more consistent skill at rereading their writings than their counterparts in the control group. The results of this study suggest that phoneme segmentation skill increases student ability to represent more phonemes in words they attempt to write. Contains 23 references and 11 figures. Appendixes contain evaluation instruments and various learning tasks. (Author/RS)

ED 442 116 CS 217 164

Balester, Valerie M.; McDonald, James C.
Working Together? Relations between Writing Program and Writing Center Directors.
PUB DATE- 99
NOTE- 38p.; Paper presented at the Conference of the National Writing Centers Associations (Bloomington, Indiana, April 15-17, 1999).

DESCRIPTORS- *Characterization; Class Activities; *Drama; English Instruction; High Schools; Language Arts; *Language Usage; Lesson Plans; Literary Criticism
IDENTIFIERS- *Romeo and Juliet; Shakespeare (William)

This lesson plan complements study of plot and characterization in "Romeo and Juliet" by focusing on Shakespeare's use of lyric forms and conventions to spotlight moments in the drama and thereby heightens the impact of the action on the stage. Students look first at the sonnet in which Romeo and Juliet meet, analyzing the imagery to gain insight into the way Shakespeare's use of love sonnet conventions characterizes the moment and the relationship between the lovers. Then students act the passage to notice how Shakespeare stage manages this moment and consider what perspective his making the lovers almost literally "kiss by the book" lends to readers' perception of their characters. Finally, students enact the scene in which this moment occurs in order to notice how Shakespeare combines poetic forms, ranging from the almost-prose of Capulet and the Nurse to the melodramatic style of Tybalt, to achieve something akin to the cuts and framing that are possible in film. To conclude, students work in groups to find similar moments in the play (e.g., the balcony scene, the tomb scene, etc.) where Shakespeare spotlights the action through lyric form and at the same time invites the audience to see through the idealization of lyric conventions by having the characters act out these conceits on stage. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (9-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 136   CS 217 184

Practical Criticism. Lesson Plan .
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.
PUB DATE- 00
NOTE- 4p.; Also supported by the National Trust for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- High Schools; Internet; Language Arts; Lesson Plans; *Literary Criticism; *Literature Appreciation; *Poetry; Writing Assignments
IDENTIFIERS- Response to Literature

Anthologists and editors prepare the way for poetry readers, selecting works that reward close reading and assisting interpretation through annotation. But on the Internet people can return to poetry in its native state--one set of words among many others competing for appreciation--and read with fresh eyes. The learning objectives of this lesson plan are: to analyze the verbal devices through which poems make meaning; to compare one's personal interpretation of a poem with the personal interpretations of others; and to develop standards of literary judgment. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (10-12), and lists of the standards developed by professional or characters are, and who they are; and including some puppet activities; (2) New Experiences (helping students relate the theme of new experiences to their own lives); (3) The Three "M"s: Mime, Music, and Masks (how actors communicate to the audience the meaning of the play using mime, music, and masks); (4) Mime Time (with activities for students to explore mime through group mime, narrative pantomime, a sound and mime story, and discussion questions); and (5) Playing Your Part (about attending a performance and the audience's role). Resources are listed for further exploration. (SR)

ED 442 158 CS 510 347

Brown, Victoria
"Borrowed Black": A Labrador Fantasy from the Book by Ellen Bryan Obed, Adapted for Stage by Mermaid Theatre of Nova Scotia. Cue Sheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Acting; Class Activities; Cultural Activities; Elementary Secondary Education; Foreign Countries; Problem Solving; *Puppetry
IDENTIFIERS- *Drama in Education; Labrador

This performance guide is designed for teachers to use with students before and after a performance of "Borrowed Black: A Labrador Fantasy," by the Mermaid Theatre of Nova Scotia. The guide, called a "Cuesheet," contains seven reproducible activity sheets for use in class, addressing: (1) The Story (orienting students to the characters and places of the story, and with a basic story outline); (2) Before Attending the Performance (on creating the characters, problems to solve, creating the character "Borrowed Black," creating a Borrowed Black puppet, and myths and legends about the moon); (3) After Attending the Performance (with activities such as interviewing characters and writing newspapers articles about them, and with questions to consider); and (4) Theater: A Collaborative Art (describing the audience's role in a performance). Resources for further exploration are listed. (SR)

ED 442 159 CS 510 348

Dopp, Virginia Stuart
"A Village Fable: In the Suicide Mountains": A One-Act Musical Play Based on the Novella "In the Suicide Mountains" by John Gardner, Book by James Still. Cue Sheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiences; Cultural Activities; Elementary Secondary Education; Novels; *Playwriting; Production Techniques; Suicide; *Theater Arts
IDENTIFIERS- *Drama in Education

This performance guide is designed for teachers to use with students before and after a performance of "A Village Fable, In the Suicide Mountains," A one-act musical play based on the

ED 442 180 EA 030 426

Biddle, Julie K.
The World of Wonder Accelerated Learning Community: A Case Study.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acceleration (Education); Case Studies; *Community Schools; *Educational Development; *Educational Improvement; *Experimental Schools; Grade 1; Grade 2; Kindergarten; Primary Education; Public Schools; *Staff Development
IDENTIFIERS- *Ohio

This report presents a case study of the World of Wonders Accelerated Learning Community School (WOW). A community school in Ohio is a new kind of public school-an independent public school that is nonsectarian and nondiscriminatory. The report presents three contexts for the study--historical, local and methodological--and highlights some of the lessons being learned as a group of public, urban educators reinvent their work and themselves. Finally, it discusses the educational importance of this work and suggests implications for professional development trainers and school personnel involved in continuous school improvement, with special attention to those in the Accelerated Schools Project. Goals for WOW are similar to training goals for other schools. Participants are expected to become familiar with the Accelerated School philosophy and process and have a greater understanding of the personal, social and cultural issues surrounding school improvement. The goal is that participants gain a better understanding of the dynamic of both personal and school change and become leaders in moving their school through the Accelerated School process. (DFR)

ED 442 181 EA 030 427

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: Chuuk State, Federated States of Micronesia. Research Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 36p.; For RAPSTA studies on Hawaii, Guam, and Yap State, see EA 030 428, EA 030 429, and EA 030 430, respectively.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Ethnic Groups; Government Publications; *Job Satisfaction; *Labor Turnover; *Morale; Public Schools; Questionnaires; *Stress Variables; *Teacher Attitudes; Teacher Burnout
IDENTIFIERS- *Chuukese People; *Federated States of Micronesia (Chuuk)

Pacific Resources for Education and Learning (PREL) works with 10 American-affiliated Pacific entities: (1) American Samoa; (2) the Commonwealth of Northern Mariana Islands; (3) the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap); (4) Guam;

Policy Discussion" (Bruce Anthony Jones). (Notes and references follow each chapter. Appended is an author index and a subject index.) (MLF)

ED 442 201   EA 030 486

Wallin, Dawn C.
Postmodern Feminism and Educational Policy Development.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 29-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diversity (Institutional); Educational Opportunities; *Educational Policy; Elementary Secondary Education; *Epistemology; Ethics; Feminism; Higher Education; Personnel Policy; Policy Formation; *Postmodernism; *Sex Bias; *Sex Fairness; *Women Administrators

This paper presents a postmodern feminist conceptual framework for policy development within educational institutions. It first outlines major concepts of postmodern feminism, after which it begins to focus specifically on postmodern feminism and education. The paper contends that a goal of all educators should be to provide an educational environment where gender inequity is not tolerated. All provinces and states should require their educational institutions to develop policies that will help to create an environment free from all forms of discrimination. Educators have a legal and ethical responsibility to prevent gender inequity in the educational environment. Ultimately, the paper details educational policy development utilizing work on the role of epistemology and expertise in policymaking. The first appendix outlines potential policy initiatives that would promote more gender equitable practices within schools, including maternity and family leave, recruitment and hiring, part-time teachers, and affirmative action programs. A second appendix lists 18 questions to ask about any policy proposed to create gender equity. (Contains 26 references.) (MLF)

ED 442 202   EA 030 488

Stemler, Steve; Bebell, Damian
An Empirical Approach to Understanding and Analyzing the Mission Statements of Selected Educational Institutions.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (NEERO) (Portsmouth, New Hampshire, April 9, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coding; *Content Analysis; *Educational Objectives; *Educational Philosophy; Elementary Secondary Education; *Institutional Characteristics; *Mission Statements; Postsecondary Education; World Wide Web

Content analysis was used to examine the mission statements of 267 educational institutions over 4 clusters (elementary, middle, secondary, and postsecondary). In selecting the sample, the practical population was defined as all of the American K-introductory course in the education of children with emotional and behavioral disorders read either literary trade books or chapters from standard texts. In both studies, reading literary texts was more effective than reading professional texts in promoting positive attitude change. The paper discusses change mechanisms existing within literature and the therapeutic components created through the use of literature, drawing implications for the use of literature in teacher education. Data on each of the two studies are attached. (Contains 50 references.) (DB)

ED 442 221 EC 307 857

Dale, Richard E.
The Politics of Special Education Policy in Charter School Legislation: Lessons from Pennsylvania.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charter Schools; *Disabilities; *Educational Legislation; Educational Policy; Elementary Secondary Education; Federal Legislation; Qualitative Research; Regular and Special Education Relationship; *Special Education; *State Legislation
IDENTIFIERS- *Pennsylvania

This study explored how and why special education policy issues were treated as they were in the formulation of Pennsylvania's charter school law, Act 22 of 1997. The qualitative study utilized formal and informal interviews of state policymakers, review of documents, review of archival records, and participant observation. Findings indicated a philosophical mismatch between two educational concepts: charter schools (a deregulated movement) and special education (seen as an over-regulated area). Among 15 specific findings were the following: (1) policymakers failed to anticipate the paradoxical outcome of making charter schools autonomous; (2) special education issues were neglected because special education experts were not called upon to contribute to the design of Act 22 of 1997; (3) policymakers feared that the charter school bill might be derailed if much time or exposure were given in the debate to the controversial matter of special education; and (4) the shift in competing values away from an emphasis on equity to a focus on liberty (choice) and efficiency contributed to the neglect of special education issues. The paper urges Pennsylvania policymakers to review and clarify issues concerning the Act's special education funding formula, admission of children with disabilities, transportation, and teacher certification. (Contains 25 references.) (DB)

ED 442 222 EC 307 858

O'Brien, John
Focus on Vermont's Self-Determination Project.
SPONS. AGENCY- Syracuse Univ., NY. Center on Human Policy.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Minnesota Univ., Minneapolis. Inst. on Community Integration.
PUB DATE- 98
NOTE- 15p.

solid leadership and commitment by enforcement agencies, as well as adequate investment to enforce civil rights laws, and the enactment of a strong Patient's Bill of Rights. (CR)

ED 442 241　　　　EC 307 879

Discovering Hidden Resources: Assistive Technology Recycling, Refurbishing, and Redistribution. RESNA Technical Assistance Project.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Disabilities; Educational Technology; Elementary Secondary Education; *Financial Support; Models; *Program Administration; Program Design; *Program Development; *Recycling

This monograph discusses the benefits of recycling and reusing assistive technology for students with disabilities. It begins by discussing the benefits of recycled assistive technology for suppliers, students, and consumers, and then profiles programmatic models for assistive technology recycling programs. The advantages and disadvantages for giving assistive technology away, becoming a durable medical equipment dealer, becoming a discount broker, loaning it at no cost, and incorporating it into an existing redistribution organization are outlined for consumers, nonprofit organizations, and durable medical equipment dealers. The following sections address: (1) management aspects of recycling; (2) refurbished equipment marketplace; (3) components of computer recycling programs, including starting a recycling program, partnerships, and program management; (4) assistive technology recycling efforts around the globe; and (5) national issues, such as payment and funding for recycled devices, federal funding sources, transportation, policy issues concerning payment by public and private insurance programs, and program sustainability. Recycling efforts by different nonprofit organizations are profiled throughout the monograph. Appendices include a RESNA Technical Assistance Project bulletin on exchanging and recycling assistive technology programs. (CR)

ED 442 242　　　　EC 307 880

Rudrud, Eric; Markve, Robert; Buehner, Doug; Morris, Randall
Co-Worker Mentoring: Facilitating Natural Supports in Supported Employment .
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (123rd, New Orleans, Louisiana, May 24-28, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Community Programs; *Disabilities; *Employer

Creating Accessible Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Educational Facilities Improvement; *Educational Legislation; Elementary Secondary Education
IDENTIFIERS- *Access to Facilities; Americans with Disabilities Act 1990; Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This report examines the issues of school district compliance with the legal mandate to accommodate students with disabilities, and it explores the legislation that addresses student accessibility. The paper discusses and compares the federal laws and enforcement provisions dealing with accessibility, including those under the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), Section 504 of Title V of the Rehabilitation Act, and the advisory guidelines concerning accessibility from the U.S. Architectural and Transportation Barriers Compliance Board. Final comments address the vagaries of accessibility laws and the need for careful reflection when planning new or renovating old facilities. (Contains 28 references.) (GR)

ED 442 263 EF 005 754

Marks, Judy
The Educational Facilities Laboratories (EFL): A History.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 9p.; National Clearinghouse for Educational Facilities, 1090 Vermont Avenue, N.W., Suite 700, Washington, DC 20005-4905. Tel: 888-522-0624 (Toll Free).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; *Educational Facilities Design; Elementary Secondary Education; *School Construction
IDENTIFIERS- *Educational Facilities Laboratories IL; *Organizational History

This report presents the historical background of the Ford Foundation's Educational Facilities Laboratories (EFL), including its funding sources, guiding principles, leadership, operations, philanthropic ventures, and publications. EFL began in response to the need for new educational facilities because of the baby boom in the 1950s and 1960s. How the EFL stimulated or accelerated innovations in school architecture, its work in awarding millions of dollars in grants for systems building programs for schools, and the EFL's impact are discussed. (Contains 19 references.) (GR)

ED 442 264 EF 005 755

Woolums, Jennifer
Managing Indoor Air Quality in Schools.

Language); Ethnic Groups; Hebrew; Hindi; Korean; *Nonstandard Dialects; Oral Language; Regional Dialects; Russian; Second Language Instruction; Second Language Learning; Sociolinguistics; *Standard Spoken Usage; Tagalog; Uncommonly Taught Languages; Vietnamese

This short book argues that the idea that there is one best English--or standard English--is wrong, and that nonstandard dialects are not bastardizations of standard English but alternate variations upon the basic plan of English, of which the standard one. With a general focus on classroom applications, this book makes accessible to teachers, teacher educators, and administrators basic language principles that are commonly accepted by linguists but rarely disseminated in an accessible form to general audiences. Using data from several different languages, it is argued that speech differences heard in America are qualitatively equivalent heard in other parts of the world where the same differences are not considered "bad" language. The thesis of the book is linked not only to "prescriptive grammar" but to more immediate issues facing classroom teachers such as Black English and code switching between Spanish and English. One of four chapters is dedicated to showing how mixture between languages is a worldwide and natural phenomenon, rather than a "language ravaging accident." Chapter titles include the following: "I Hear So Much Bad Grammar These Days"; "It's Just Slang, Isn't It?"; "They Just Mix Them Up!"; and "The Linguistic Rainforest." Extensive references are provided as well as an index. (Author/KFT)

ED 442 284   FL 026 289

Kang, Dong-Ho
Motivation and Foreign Language Learning in Korean EFL Context.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *English (Second Language); Factor Analysis; Foreign Countries; Grade 9; Incentives; Korean; *Learning Motivation; Middle School Students; Middle Schools; Second Language Instruction; Second Language Learning; Self Esteem; Self Motivation; Sex Differences; Student Attitudes; *Student Motivation
IDENTIFIERS- *South Korea

This paper argues that understanding the source and development of student motivation for learning English as a Foreign Language (EFL) is very important for educational purposes. The purpose of this study of 234 Korean 9th graders was to identify the following: (1) Korean students' orientations and motivations for learning English; (2) what kinds of orientations could lead to motivations; (3) how new cognitive variables, such as confidence and attributions, are related to students' motivations; and (4) how gender relates to and affects student motivation. Methodologies employed included factor analysis to extract underlying motivations, Pearson product-moment correlations to assess relationships among these factors, and discriminate function analysis to examine the effects of gender. The following findings are discussed: integrative reasons for second language learning are most significant; goal salience, attributions, and self-confidence are the main motivators; all orientations should be internally controllable by students before leading to motivations; and females consistently report higher integrative orientations and

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Audiovisual Aids; Computer Uses in Education; Directories; *English (Second Language); *Instructional Materials; *Reference Materials; *Second Language Instruction; Second Language Learning

This book reviews materials for teaching English as a Second Language (ESL) to adult students. By looking through hundreds of texts, by consulting ESL colleagues, and by pooling teaching experience and knowledge of the field, resources were selected that are believed to be successful with adult ESL learners and useful for teachers and tutors. Over 260 titles are reviewed and both summarized and personal evaluations are offered. Topics covered include the following: methods and techniques; coursebooks; literacy; teaching activities; speaking and listening; reading; writing; grammar; dictionaries and vocabulary; English for specific purposes; culture and community life; multimedia resources; and publishers and distributors. A glossary entitled "A Shopper's Guide to Jargon" and an extensive index are included. (KFT)

ED 442 304 FL 801 379

Archer, Carol M.
A Comprehensive Cultural Orientation Program for Refugees.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY, March 9-13, 1999). For another document on the Bilingual Education Institute by this author, see FL 801 377.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Adult Education; Arabic; *English (Second Language); Immigrants; Kurdish; Language Minorities; *Orientation; Program Descriptions; *Refugees; Second Language Instruction; Second Language Learning; Somali; Uncommonly Taught Languages
IDENTIFIERS- *Texas (Houston)

This paper presents the various components of the cultural orientation program as it has developed at the Bilingual Educational Institute (BEI), the organization that is currently awarded the grant for RSS in the Houston area by the state of Texas. This cultural orientation program's topics include the following: employment; healthcare; community organizations; workplace; transportation; housing; crime prevention; consumer issues; education; citizenship; welfare reform; government agencies; and finance. This cultural orientation program serves newly arrived refugees and community groups that interact with refugees. A description is provided of various aspects of the program: the orientation for refugees, the training provided to instructors, instructor assessment, and cultural information provided to the community about refugees. (KFT)

ED 442 305 FL 801 380

Sawyer, Pat
ESOL Assessment Action Research Report. ESOL Action Research Assessment Piloting Project, 1999-2000.
PUB DATE- 00

DESCRIPTORS- Computer Science Education; Computer Uses in Education; Curriculum; Feedback; Higher Education; Individualized Instruction; *Learning Modules; Learning Strategies; Lecture Method; *Mastery Learning; Pacing; Proctoring; Student Evaluation; *Student Participation; Teaching Methods; Technology Education; Units of Study

IDENTIFIERS- *Personalized System of Instruction; Texas Tech University

This paper describes the personalized system of instruction (PSI), a teaching method based on a high student involvement in the learning process, immediate feedback, mastery learning, and careful planning and instructional design of the course content. With PSI, students proceed through the course at their own pace and are required to demonstrate mastery of each component before proceeding to the next; teaching materials are largely text-based; proctors provide tutorial support; and lectures and demonstrations are intended to motivate students rather than deliver course content. PSI is deemed especially useful in courses where content is primarily skill development or cognitive information and for courses with large enrollments and limited resources. This paper describes use of the PSI method in a computing course at Texas Tech University. Reported difficulties include: procrastination; difficulty in recruiting proctors; cheating on tests; organizing the course so that the modules are well-articulated and based on a logical hierarchy; complaints that learning small isolated bits of information inhibited synthesis of information; appropriateness of the PSI model for the course; a greater-than-normal instructor time commitment; changed teaching role; keeping module materials current; and varied student learning styles. (Contains 11 references.) (CH)

ED 442 325 HE 032 897

Ochse, Roger, Ed.

Research and Scholarly Work Symposium, 1996-1997.

PUB DATE- 98

NOTE- 121p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Athletics; Case Method (Teaching Technique); *Classroom Techniques; College Students; Communication (Thought Transfer); Computer Uses in Education; Critical Thinking; Cultural Influences; Educational Change; *Educational Technology; Elementary Secondary Education; Foreign Countries; Geography Instruction; Higher Education; Interdisciplinary Approach; Internet; Letters (Correspondence); Middle School Teachers; Older Adults; Preservice Teacher Education; Research Papers (Students); Science Education; Student Teacher Attitudes; Student Teachers; Teaching Methods; Travel; Values

IDENTIFIERS- Australia; Collaborative Research; Environmental Attitudes; Reflective Writing; Word Retrieval

This collection of papers for both the 1996 and 1997 Research and Scholarly Work Symposium includes: "Tip-of-the-Tongue Phenomenon in Older Adults" (Cheryl Anagnopoulos and Robert Johnson); "Beyond Being a Tool: Using Computer Technology in Secondary Schools to Create Meaning via Nonlinear Forms of Communication" (Mary-Ann Pomerleau); "Personal Values and Environmental Attitudes Effect on Pleasure Trip Preferences" (Claudia Jurowski and Gordon Walker) "Class Letters and the Pedagogy of Disclosure" (Roger Ochse); "Geographical Education: A Curriculum Analysis" (Roger P. Miller); "Using Hypercard to

DESCRIPTORS- College Students; Comparative Analysis; Data Interpretation; Enrollment; Followup Studies; Higher Education; *Longitudinal Studies; Outcomes of Education; *Postsecondary Education; *Research Methodology; Statistical Analysis; Statistical Data; Tables (Data); Trend Analysis
IDENTIFIERS- *Beginning Postsecondary Students Long Study; National Postsecondary Student Aid Study

This report describes the methods and procedures used for the full-scale data collection effort of the Beginning Postsecondary Students Longitudinal Study First Follow-Up 1996-98 (BPS:96/98). These students, who started their postsecondary education during the 1995-96 academic year, were first interviewed during 1996 as part of the National Postsecondary Student Aid Study, 1996. This study is the first follow-up of this cohort. Data collected includes postsecondary enrollment, employment, and demographics; a field locating/interviewing component allows comparative analyses with the first (1990) BPS cohort. Chapter 1 provides an introduction, some background, and the purpose of the study; chapter 2 covers the design and methodology of the full-scale study; chapter 3 covers data collection outcomes; chapter 4 covers evaluation of data quality; chapter 5 covers data file construction; and chapter 6 covers weighting and variance estimation. Appendixes include a list of technical review panel members; final data elements; facsimile questionnaire; table of contents of interviewer training manual; and sample mailout materials. (CH)

ED 442 346 HE 032 920

Brown, Terri Moore
Female Presidents of Selected Independent Colleges: Career Paths, Profiles, and Experiences.
PUB DATE- 00
NOTE- 173p.; Ed.D. Dissertation, North Carolina State University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Discrimination; *Career Ladders; College Administration; *College Presidents; Females; Higher Education; *Mentors; *Private Colleges; *Professional Development; Professional Recognition; Questionnaires; Sex Discrimination; *Women Administrators

This study developed a descriptive profile of female presidents of selected four-year independent colleges by examining their career paths, mentor relationships, professional development and background, and institutional characteristics, as well as any hindrances that had impacted their ascent to the presidency. A 49-item questionnaire mailed to 129 female college presidents listed in the American Council on Education Women in Higher Education database elicited 91 responses. The study found that: (1) fewer than 20 percent of respondents had followed the traditional career path of faculty member, department head/division chair, and chief academic officer to the college presidency; (2) being in an all-female college positively influenced the advancement of female college presidents; (3) more mentoring opportunities are available to aspiring female college presidents; (4) national professional education programs contribute to career advancement; (5) female presidents did not strategically plan early in their careers to seek the college presidency; (6) female college presidents are more likely to be contacted by search firms prior to their appointments to the presidency; and (7) some aspiring female college presidents continue to experience challenges in coping baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for architecture and related programs faculty at 47 public and 17 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $59,816 for 762 architecture and related programs faculty in public institutions was 3.1 percent higher and the average salary of $59,791 for 209 faculty in private institutions was 9.3 percent higher than the average salary for all faculty in all major fields, and, respectively, 2.0 percent per year and 1.0 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 366 HE 032 956

Howe, Richard D.
Salary-Trend Study of Faculty in Area, Ethnic, and Cultural Studies for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Area Studies; *College Faculty; Comparative Analysis; *Cultural Education; *Ethnic Studies; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for area, ethnic, and cultural studies faculty at 70 public and 35 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $60,024 for 520 area, ethnic, and cultural studies faculty in public institutions was 5.0 percent higher and the average salary of $55,652 for 130 faculty in private institutions was 1.7 percent higher than the average salary for all faculty in all major fields, and, respectively, 1.2 percent per year and 2.4 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM) two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $51,826 for English language and literature, general faculty in public institutions and the average salary of $51,271 for faculty in private institutions were, respectively, 10.7 percent and 6.7 percent lower than the average salary for all faculty in all major fields. The average salary increase was, respectively, 1.8 percent per year and 1.4 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 385 HE 032 975

Howe, Richard D.
Salary-Trend Study of Faculty in Enterprise Management and Operation for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Managerial Occupations; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index; Enterprise; *Management Science

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 82 enterprise management and operation faculty at 13 public institutions and 52 faculty at 10 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $68,769 for enterprise management and operation faculty in public institutions and the average salary of $70,777 for faculty in private institutions were, respectively, 19.8 percent and 29.4 percent above the average salary for all faculty in all major fields. The average salary increase was, respectively, 5.7 percent per year and 1.4 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 386 HE 032 976

Howe, Richard D.
Salary-Trend Study of Faculty in Fine Arts and Art Studies for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association,

for the 1999-2000 period the average salary of $55,567 for 255 physical therapy faculty in public institutions and $53,615 for 346 physical therapy faculty in private institutions were, respectively, 3.3 percent and 2.0 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 2.1 percent per year and 1.0 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 404   HE 032 994

Howe, Richard D.
Salary-Trend Study of Faculty in Physics for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Physics; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for physics faculty at 235 public institutions and 253 private institutions. The study found that for the 1999-2000 period the average salary of $62,026 for 2,054 physics faculty in public institutions and $64,080 for 1,052 physics faculty in private institutions were, respectively, 8.1 percent and 17.1 percent higher than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 1.3 percent per year and 1.1 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 405   HE 032 995

Howe, Richard D.
Salary-Trend Study of Faculty in Political Science and Government for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

campuses offer a lens to the whole higher education enterprise, and asks the fundamental question of how the mission of education and community service can distinguish community health care in an increasingly complex and competitive market. It was expected that community-based medical schools and clinical campuses would help reverse the trend that disproportionately rewarded specialists compared to general practitioners. Increasingly, the search everywhere was for efficiencies and cost savings, giving rise to intrusions that previously would have been unthinkable: third-party payers who decide when treatment is warranted and who will provide it; public plans to ration health care; a reduction in the number of hospital beds; and the rise of for-profit hospitals that promise to use market forces to reduce health care costs. As a result, community-based medical schools and clinical campuses recognize that they have to operate less like institutions whose missions command unrestricted financial support and more like enterprises that generate revenue from their capacity to deliver services at market price. (RH)

ED 442 424   HE 033 022

Zemsky, Robert, Ed.
The Third Imperative.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.; National Center for Postsecondary Improvement, Stanford, CA.; Association of American Universities, Washington, DC.; American Council on Education, Washington, DC. Higher Education Panel.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Legislation; Educational Research; Federal Aid; *Federal Programs; Government Role; *Government School Relationship; Higher Education; *Institutional Advancement; Institutional Autonomy; Institutional Mission; Lobbying; Marketing; Peer Evaluation; *Politics of Education; Public Policy; Public Relations; *Public Support; *Research; Research Universities

This essay reports on a roundtable of higher education leaders, association heads, government officials, and public policy experts that examined the changes in policymakers' attitudes toward federally sponsored research. Since World War II national science policy has made universities the principal locus of basic research in the United States. But an increasing sense of disjunction between the values of the academy and the dispositions of the federal government reflects changes in a society increasingly skeptical of the claims to special treatment often made by colleges and universities. The intensified pace of the political process has led the federal government to allow markets to replace policy commitments intended to sustain traditional institutions' academic values and processes. It matters less to Washington whether a student spends a Pell Grant attending a for-profit trade school or a traditional institution. This essay argues that for colleges and universities to succeed, they must become mission centered, market smart, and politically savvy: mission centered to find and adhere to central academic values and missions; market smart to promote coherence and cohesion; and politically savvy to understand the changed nature of the political process in which only a limited number of goals can be achieved. (RH) correlate and compare students' grades in the psychology course with SAQ scales that measured levels of cognitive processing, representation, memory augmentation, effort management, initiative, and efficacy. The at-risk students who received strategy instruction earned grades similar to the regularly admitted students. For all students, grades in the psychology course had a high positive correlation with levels of self-efficacy for academic learning in college; for the linked and regularly admitted students, grades in the course had a high positive correlation with levels of cognitive processing and effort management. Three data tables are appended. (Contains 23 references.) (CH)

ED 442 444 HE 033 042

Heller, Donald E.
The Role of Race and Gender in the Awarding of Institutional Financial Aid.
SPONS. AGENCY- Michigan Univ., Ann Arbor.; Association for Institutional Research.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Asian American Students; Black Students; College Students; Correlation; *Educational Finance; Factor Analysis; *Grants; Higher Education; Hispanic American Students; Multivariate Analysis; *Need Analysis (Student Financial Aid); Paying for College; *Scholarship Funds; Statistical Analysis; Student Characteristics; *Student Financial Aid; White Students
IDENTIFIERS- African Americans; *National Postsecondary Student Aid Study

This paper analyzes data from the 1989-90 and 1995-96 National Postsecondary Student Aid Studies to examine the awarding of institutional need-based versus non-need grants to undergraduate students. The study examines how the use of the different types of scholarships has changed in recent years; characteristics of students who receive the grants; and whether race and gender are related to the awarding of grants. The sample for this study included full-time dependent students from four-year public and private research, doctoral, comprehensive, and liberal arts institutions; proprietary school students and students who received athletic scholarships were excluded. Bivariate analysis of the data demonstrated that white students were awarded a disproportionately large share of non-need grants in both study years, with their share increasing between 1989 and 1995. Multivariate analysis found that gender had little to do with the awarding of institutional grants; that race was more of a determining factor in the awarding of grants, with the effects differing by type of institution and region; that African Americans were more likely to receive non-need grants; and that in 1995 Hispanics and Asian Americans in private colleges were more likely to receive non-need awards than were other students. (Includes nine data tables. Contains 30 references.) (CH)

ED 442 445 HE 033 043

Montez, Joni; Wolverton, Mimi

workshops/crafts training center programs, and European Union (EU) employment initiatives funded from the levy and ESF. A third reform of the objectives of the EU's structural funds will lead to considerable changes in Spain, since the volume of resources from the structural funds will decline. (Appendixes include a glossary of abbreviations and 27-item bibliography.) (YLB)

ED 441 955 CE 080 226

Andersson, Ronnie
The Financing of Vocational Education and Training in Sweden. Financing Portrait. CEDEFOP Panorama.
PUB DATE- 00
NOTE- 74p.; Foreword by Sarah Elson-Rogers and Sven-Age Westphalen. For related documents, see ED 426 273, ED 431 106, ED 431 880, ED 435 795, ED 436 649, CE 080 197, CE 080 225 and CE 080 249.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Education; Developed Nations; *Educational Finance; Foreign Countries; Job Training; Postsecondary Education; Secondary Education; *Unemployment; *Vocational Education
IDENTIFIERS- *Sweden

This publication charts and analyzes vocational education and training (VET) funding in Sweden in 1997 with some comparisons back to the late 1980s. Description of the Swedish system for vocational education and training (VET) is complicated, since there is no natural distinction between VET and general education. All initial vocational training is provided within the upper secondary school system and is more than 99 percent financed with public money. Continuing vocational training (CVT) has played a central role in Swedish labor market policy. It includes municipal adult education, folk high schools, staff training, qualified vocational education (QVE), and other continuing VET. Almost all CVT is financed with public money. Financial incentives for enterprises to invest in CVT are publicly financed provisions for vocational training courses, free municipal adult education, and wage costs for the temporary employee within the temporary replacement scheme that entitle employers to a tax reduction. Folk high school students pay their own board and lodging; QVE students are entitled to study grants, while enterprises pay the expenses of the workplace training part. Employment training is totally publicly financed. Combined training programs--schemes that cross traditional training boundaries--are job rotation and educational leave replacement. In the future, Sweden must focus on the current inequity on CVT--well-educated people receive extensive CVT; poorly educated receive very little. (Appendixes include abbreviations and a glossary and a 31-item bibliography.) (YLB)

ED 441 956 CE 080 227

Lee, Lung-Sheng
Technological and Vocational Education in Taiwan.
PUB DATE- 00
NOTE- 8p.; Paper presented at the conference of the Japan Academic Society for Industrial Education (July 8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 85p.; Draws upon learning from Jobs for the Future's Benchmark Communities Initiative funded in part by The Pew Charitable Trusts, The DeWitt Wallace-Reader's Digest Fund, and the Ewing Marion Kauffman Foundation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Daily Living Skills; *Education Work Relationship; *Experiential Learning; High Schools; *Job Skills; Relevance (Education); *Teaching Methods; *Work Experience Programs

The skills needed to do well in life are different from the skills needed to do well in school. Bringing the skills needed for life and work into the curriculum and pedagogy of high schools is one of the major challenges of this era of school reform. Drawing on examples of effective teaching and learning, this book addresses the question of how educators can construct schoolwork to be more like real work. The book is organized in three chapters. The first chapter portrays two different yet complementary approaches used by school-to-career reformers to situate learning in real-world contexts and to give high school students opportunities to learn in the company of adults. Taken together, field-based investigation and internships constitute a broadened definition of work-based learning. Chapter 1 describes what each of these approaches looks like in practice, offering a sampling of tools that other schools and partnerships could use and discussing some of the challenges involved. Chapter 2 offers a framework for teachers to use in developing high quality student projects. Portraits of several schools illustrate what this framework looks like in practice. Chapter 3 looks at what is involved in schools becoming more open systems, working in concert with parents, community, and business partners to create rich learning experiences both inside and outside the classroom. The key role of both policy and professional development is discussed in relation to meeting quality standards. An appendix provides sample project tools and templates. (KC)

ED 441 975 CE 080 262

Taylor, Judith Combes; Buchau, Katrina
Linking School-to-Career and Empowerment Zones/Enterprise Communities To Support Young People at Risk.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Dropout Prevention; Dropout Programs; *Education Work Relationship; *High Risk Students; High Schools; *Institutional Cooperation; *School Business Relationship
IDENTIFIERS- Boston Public Schools MA; Empowerment Zones and Enterprise Communities; *Massachusetts (Boston); Tacoma Public School District WA; *Washington (Tacoma)

In recent years, the federal government has designated 105 communities across the country, including many urban neighborhoods, as Empowerment Zones or Enterprise Communities

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Antisocial Behavior; Anxiety; Attitude Change; Behavior Modification; Case Studies; *Counseling Techniques; Definitions; Dependency (Personality); Employment Problems; *Evaluation Criteria; Guidelines; Interpersonal Competence; *Mental Disorders; Moods; Personality Problems; *Psychological Evaluation; Rehabilitation Counseling; Schizophrenia; Self Concept; Supported Employment; *Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- Narcissism; Obsessive Compulsive Behavior; Passive Aggressive Behavior

This book, which is intended for vocational rehabilitation (VR) professionals, is a guide to many of the disorders included in the "Diagnostic and Statistical Manual," fourth edition (DSM-IV), that VR professionals are likely to encounter. The introduction discusses the relationship between psychiatric disorders and vocational functioning and explains the role of the DSM-IV in VR. The following disorders are examined in chapters 1-7: (1) mood disorders; (2) anxiety disorders; (3) somatoform disorders; (4) paranoid, schizotypal, and schizoid personality disorders; (5) borderline, antisocial, histrionic, and narcissistic personality disorders; (6) avoidant, dependent, obsessive-compulsive, and passive-aggressive personality disorders; and (7) schizophrenia and other psychotic disorders. The following items are included for each disorder discussed in chapters 1-7: (1) illustrative case studies describing specific psychological and psychiatric symptoms and their vocational impact; (2) rating scales on which the severity of the impairment of victims' understanding and memory, concentration and persistence, social interaction, and adaptation as a result of the given disorder is rated on a scale of 1-5; and (3) summary of VR strategies and accommodations. Chapter 8 considers the role of psychological assessment in VR. Appended is a summary of relevant portions of the DSM-IV. The bibliography lists 21 references. (MN)

ED 441 993 CE 080 283

Kromann, Winkler
A Cross-Country Report on "The State of Play of Regulated Professions, as Defined by Council Directive 92/51/EEC, in the Candidate Countries of Central and Eastern Europe." Professional Qualifications.
SPONS. AGENCY- European Training Foundation, Turin (Italy).
PUB DATE- 99
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Admission Criteria; *Articulation (Education); Case Studies; Change Strategies; *Credentials; Credits; Educational Certificates; Educational Change; Educational Legislation; Educational Needs; *Educational Policy; Educational Trends; Foreign Countries; Needs Assessment; Policy Formation; Prior Learning; Program Administration; Program Implementation; State of the Art Reviews; *Student Certification; *Transfer Policy; Trend Analysis; *Vocational Education
IDENTIFIERS- Denmark; *Europe (East Central); European Union

IDENTIFIERS- *Australia; Educational Marketing; Global Economy

Most of the research on women and vocational education and training (VET) in Australia and elsewhere that was published in 1987-1998 may be characterized as follows: (1) it was undertaken to inform or support policy decisions and is therefore framed by political and ideological agendas; (2) it is piecemeal; (3) it tends to consider women as "other" while normalizing the experiences of men; and (4) it lacks a perspective of "advantage" as opposed to "disadvantage." The literature on women and VET revolves around the following themes: (1) globalization and change; (2) social, cultural, and demographic changes; (3) policies, politics, and VET; (4) marketization of VET; (5) economic and social policies and practices for VET; (6) gender issues in VET; and (7) curriculum, pedagogies, and practices in VET. The literature on all these themes reveals a consistency in research findings and recommendations that seek structural systemic change in the VET system, including the political will to position equity as a central organizing feature. A scheme providing research grants for VET operating like the grants awarded by the Australian Research Council should be established. Grants should promote a vigorous, knowledge-seeking and inclusive culture in VET. (Fourteen tables/figures are included. The bibliography lists 279 references.) (MN)

ED 442 011 CE 080 309

Anderson, Tony
Learning and Teaching in Initial Vocational Education and Training.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 00
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Educational Change; *Educational Environment; Educational Improvement; Educational Practices; Educational Research; Foreign Countries; Influences; *Learning Processes; Postsecondary Education; Questionnaires; Secondary Education; *Student Attitudes; Tables (Data); *Teacher Attitudes; Teacher Education; Teacher Student Relationship; *Teaching Methods; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- Australia (New South Wales); Australia (South Australia); Australia (Victoria); *TAFE (Australia)

A study investigated the perceptions of vocational education and training (VET) students and teachers from New South Wales, South Australia, and Victoria about ways students engage in learning in VET, practices currently used by VET teachers, and factors shaping learning and teaching in initial VET. Data were collected from the following sources: surveys completed by 113 initial VET students; interviews with 48 teachers; and observations of 37 teaching and learning episodes. Ninety-five percent of the students liked their vocational course, and 52% of teachers believed that students learn best by hands-on learning. Most students (51%) were currently in paid positions. The classroom observers noted that teacher-student interactions were framed in a master-novice relationship. It was concluded that the practical learning component of VET courses must be improved and that initial and inservice education of VET teachers can potentially assist the development of skills that will facilitate the process of learning in initial VET

Finding effective treatment models for youth in the juvenile justice system with serious emotional, mental health, and behavioral needs can be difficult. The traditional categorical approach that the juvenile justice, child welfare, and mental health systems often use places youth in a "one-size-fits-all" program, regardless of the youth's needs. Wraparound Milwaukee takes a quite different approach. This approach, which is based on the Wraparound philosophy, offers care that is tailored to each youth. The following elements of the Wraparound approach have been found to be of particular importance when working with children in the juvenile justice system: a strength-based approach to children and families; family involvement in the treatment process; needs-based service planning and delivery; individualized service plans; and an outcome-focused approach. This program, which began in 1994, is made up of the following components: care coordination; the Child and Family Team; a mobile crisis team; and a provider network. Because Wraparound Milwaukee blends system funds, it can provide a flexible and comprehensive array of services to delinquent youth and their families. While this program offers many formal services, informal services that the care coordinator and Child and Family Team identify through strengths assessment are often even more effective. Outcomes for youth participating in Wraparound Milwaukee have been encouraging. Data indicate that the program is achieving positive outcomes. The challenges and the future of this program are briefly discussed. (MKA)

ED 442 032 CG 030 030

Hayes, Lindsay M.
Suicide Prevention in Juvenile Facilities.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Adolescents; Agency Cooperation; Case Studies; Evaluation; High Risk Students; Housing; Interpersonal Communication; Intervention; *Juvenile Justice; Policy; *Prevention; Screening Tests; Staff Role; *Suicide; Supervision; Training
IDENTIFIERS- *Adolescent Suicide

Youth suicide is recognized as a serious public health problem, but suicide within juvenile facilities has not received comparable attention, and the extent and nature of these deaths remain unknown. This article utilizes an example of a young man in a juvenile justice facility who succeeded in committing suicide to illustrate these points. Information concerning risk factors for suicide and current conditions of confinement in juvenile facilities is provided. The critical components of a suicide prevention policy are discussed. Issues examined within this discussion include: staff training; intake screening and ongoing assessment; communication; housing; supervision; intervention; reporting; and follow-up. Essential for suicide prevention in juvenile justice facilities are collaborative efforts among child-serving agencies. Now is the time to focus additional attention and resources on preventing suicide within these facilities. (Contains 25 references.) (MKA)

ED 442 033 CG 030 072

National Household Survey on Drug Abuse Main Findings 1998.
PUB DATE- 00
NOTE- 438p.

ED 442 051 CG 030 195

Harris-Bowlsbey, JoAnn
The Internet: Blessing or Bane for the Counseling Profession?
PUB DATE- 00
NOTE- 12p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Counseling; *Counseling; Counselor Training; Ethics; Higher Education; *Internet; Research; Standards
IDENTIFIERS- Online Counseling

The phenomenal growth in the use of the Internet over the past 5 years has revolutionized work tasks in hundreds of occupations. Counselors must adequately recognize the potential impact of the Internet on counseling and related professions, especially career counseling, and invest the energy necessary to make that impact positive because it appears the impact is inevitable. This chapter examines expectations the counseling profession might have about the Internet phenomenon and looks to the history of computer-based career planning systems for relevant questions they might ask. It also explores the hopes counselors have for the expansion of counseling and guidance services to a large and geographically distributed population in need of services through the use of distance technology. Noted are challenges that should be foremost in counselors' minds. Some of these challenges include the quality of Web sites; interaction with clients "on-line"; and counselors who will work with clients in technology-driven modes. The chapter concludes by proposing several possible ways to take the next steps in developing ethics and standards of quality as well as engaging in new areas of counselor training and research. (MKA)

ED 442 052 CG 030 196

Brown, Duane
The Odyssey of a Technologically Challenged Counselor Educator into Cyberspace.
PUB DATE- 00
NOTE- 16p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Computers; *Counselor Training; Distance Education; Higher Education; Internet; *Personal Narratives; *Technology; Teleconferencing; World Wide Web

This chapter discusses a counselor educator's experiences with computer technology from 1982 through late 1999. Initially, this college professor became disenchanted with computer-use, but by 1987 he discovered that a personal computer was of great use to him. In 1996 he began utilizing e-mail and discovering the potential of the Internet as an educational tool. By 1998 he was involved in his university's distance learning and Web-based training initiatives. He also designed a Web-based training course. As a well-versed user of technology, he still believes that much of what counselor educators teach must be taught in person, professor to student, using traditional methods or video conferences, regardless of whether the courses are on or off campus. However, much of the didactic content age, gender, race, or finances. Counselors should make it a critical priority in their counseling. Counselors should be known for what they bring about and not what they are called, the processes they use, or the standards they abide by. Cybercounseling and cyberlearning go together and are mutually reinforcing. They are a seamless process, one that appropriately expands the counseling field. In practice, it means a broader playing field with more opportunities for the counselor to score. Even a minimal listing of the present and potential benefits of cybercounseling suggests that it is much more than a passing fad. The existing support structures for cybercounseling suggest that the actual form it will take will very likely be with us in the future. (MKA)

ED 442 074 CG 030 218

Walz, Garry R.; Bloom, John W.
Introducing the "Cybercounseling and Cyberlearning" Web Site (cybercounsel.uncg.edu).
PUB DATE- 00
NOTE- 5p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Counseling; Competence; Counselor Training; Mentors; National Surveys; Supervision; Technology; *World Wide Web
IDENTIFIERS- Electronic Portfolios; *Online Counseling; Web Based Training

This chapter introduces the "Cybercounseling and Cyberlearning" Web site. It includes a brief description of the following chapters contained in the Web site: (1) "Cybersupervision: Close Encounters in the New Millennium" (D. Coursol and J. Lewis); (2) "Theoretical Tenets of Cybersupervision: Implications and Outcomes" (B. S. Christie); (3) "From a Bug in the Ear to a Byte in the Eye" (H. L. Schnieders and A. C. Ralph); (4) "Development of Web-Based Counselor Education" (R. Slencak); (5) "Internet Counseling over the Internet: Benefits and Challenges in the Use of New Technologies" (R. J. Sussman); (6) "A Career Educational Web Site: Cyberspatial Snapshot" (M. Verhoeve); (7) "Career Cybercounseling: Ripples on the Global Pond" (M. Verhoeve); (8) "Electronic Counseling Portfolios: Simple and Effective" (T. J. Keller); (9) "Technology Competence in Counselors Education: Results of a National Survey" (J. Myers and D. Gibson); and (10) "Mentoring without Walls: Using Cyberspace to Enhance Student-Faculty Guidance" (J. L. Hart). (MKA)

ED 442 075 CS 013 960

Reutzel, D. Ray; Cooter, Robert B., Jr.
Teaching Children to Read: Putting the Pieces Together. Third Edition.
PUB DATE- 00
NOTE- 654p.; For a companion Web site, see http://cw.prenhall.com/bookbind/pubbooks/reutzel/.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; *Evaluation Methods; High Schools; *Reading Achievement; *Reading Comprehension; *Reading Tests; Standardized Tests
IDENTIFIERS- *Nevada High School Proficiency Examinations

This document presents a sample test form for high school reading and comprehension proficiency. The first section of the exam consists of 27 questions taken from 7 selections, which included 4 literature and poetry selections and the following nonfiction titles: Procedures for Answering a Call, Just the Facts, Garlic, and Pot Roast with Vegetables (a recipe). The second section is comprised of 23 questions from eight selections of historical, informative, literary, and poetic passages including the titles: Creative People, Riders Wanted, Pollution, Parking a Car, Applying to a Community College, The Noise of the City, Nonverbal Communication, and Aunt Rosie's Words of Advice. Directions are provided in the beginning, and the answer key to the test is provided at the end. (EF)

ED 442 095 CS 014 010

Haenn, Joseph F.
Reading Recovery: Success for How Many?
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Intervention; Grade 1; *Instructional Effectiveness; Primary Education; Program Evaluation; *Reading Improvement; *Reading Instruction; Reading Programs; Reading Research; Statistical Analysis
IDENTIFIERS- *Reading Recovery Projects

Standard operating procedures of the Reading Recovery program allow for students to be dropped from the program if they have not met the criterion for success after 20 weeks of participation. This paper follows the actions of over 600 first-grade Reading Recovery students in a medium-sized school district over the course of a complete year of intervention to determine the degree of success for the program. The paper investigates the relationships among student characteristics, program success, and demonstration of success within the context of a larger, district-wide evaluation of first-grade reading. It states that comprehensive data were collected for 610 students who received Reading Recovery for at least some portion of the school year, and that of the 443 students who received the complete Reading Recovery program, 264 (59.6%) were able to successfully transition back to the classroom as readers. It also finds that almost two out of every five students (179 or 40.4%) did not successfully complete the program and were returned to the classroom with insufficient reading skills. According to the paper, it appears that in this district Reading Recovery is successful for only three out of every five students who receive this intensive, 20-week program to develop reading skills. Since Reading Recovery is an expensive, labor-intensive program, the paper suggests that

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; Higher Education; *Interprofessional Relationship; National Surveys; Occupational Surveys; *Program Administration; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- Administrator Surveys

A study investigated the working relationship between writing program directors and writing center directors nationally, to develop a picture of such a relationship and to compare the nature and status of the two positions and the backgrounds of the people who hold them. In all, about 650 surveys were distributed to members of professional associations, and useable responses were received from 176 people. Responses suggest that writing program directors regard writing center directors more as partners and less as helpmates than they did in a 1988 study (Olson and Ashton-Jones), and that the relation of the program director to the center director is much more collaborative than supervisory. Often, collaboration and communication can help overcome a lack of power or status in their institutions or a lack of knowledge about composition research, management practices, or institutional politics. Still, survey data suggest that program directors enjoy a more privileged place in college/university structures and that the professionalization of center directors is lagging behind the professionalization of other writing program administrators. Respondents almost never described coming to an agreement about philosophies and goals as a result of collaboration. Many respondents mentioned how important it was for a director in either position to be a scholar in composition studies. (Contains 9 tables, 4 notes, and 27 references. Appended is a sample survey instrument.) (NKA)

ED 442 117 CS 217 165

Danielson, Elaine
The Importance of Nursery Rhymes.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Early Childhood Education; *Literacy; *Nursery Rhymes; *Prereading Experience; *Reading Aloud to Others; *Reading Readiness; *Reading Skills
IDENTIFIERS- Reading Behavior

This paper examines the benefit of nursery rhymes in literacy acquisition. It begins by discussing the history and attribution of various rhymes and the linkage of nursery rhymes with Mother Goose. It then suggests literacy advantages of children who know nursery rhymes over children who do not, which include the abilities to: (1) learn the intonation patterns of a language; (2) learn new words and concepts; (3) understand the basis of learning to read and write; and (4) appreciate poetry. The paper concludes that exploring rhymes in games, poetry and songs are enjoyable ways to provide knowledge and skills that can later help children become successful readers and writers. (Contains 16 references.) (EF)

ED 442 118 CS 217 166

government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 137 CS 217 185

Ogle, Donna M.
Multiculturalism: Cross-National Reflections.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the National Reading Conference (49th, Orlando, FL, December 1-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Maintenance; *Cultural Pluralism; *Educational Change; Elementary Secondary Education; Foreign Countries; *Multicultural Education; *Multilingualism
IDENTIFIERS- Asia; *Cultural Integration; *Educational Diversity; Europe (East)

This paper relates the experiences of the United States and selected Eastern European and Asian countries in incorporating multiculturalism into their educational systems. It begins by discussing political and social roots of the multicultural experience. It continues by examining multilinguistic education, including the development and use of indigenous languages. The paper then states that the educational inclusiveness of European countries in which there are two strong ethnic groups differs from the approach in the United States. The paper concludes that at this educational juncture, the United States can learn from European and Asian countries by observing how former "minority" cultures are incorporated, by observing how sensitivity is needed for the expectations of those entering a new culture, and by asking what priority should be put on multiple language learning. (EF)

ED 442 138 CS 217 189

Stoicheva, Mila
The Digital Divide and Its Implications for the Language Arts. ERIC Digest D153.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Information; Computer Uses in Education; Educational Technology; Elementary Secondary Education; Equal Education; *Internet; *Language Arts
IDENTIFIERS- ERIC Digests; *Technology Utilization

In the early years of the Internet, there was an expectation that the availability and easy access to online resources of unparalleled abundance would increase educational equity throughout the socio-economic spectrum. In fact, research suggests that patterns of technology access often mirror existing inequalities rather than mitigate them, and if corrective steps are not taken, technology may worsen rather than solve equity disparities. Major obstacles to using the Internet are cost and knowledge of how to use the Internet. Among the educational benefits language arts teachers describe novella "In The Suicide Mountains" by John Gardner, and presented by The Coterie Theatre. The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) A Village Fable (offering a story synopsis, introducing important characters, and offering activities that examine different ways to say lines from the play); (2) Ways of the Stage (looking at theatre conventions, production problems, and the role of the audience); (3) About Adaptations (looking at the challenges of adapting a story into a play script); and (4) Superstition on Stage (discussing both ancient and current superstitions, and listing resources for people who "hurt too much"). (SR)

ED 442 160 CS 510 349

Molloy, Dawn Eddy
"Angels Voices": Libretto by Gary Race. Cue Sheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiences; Cultural Activities; Death; Elementary Secondary Education; Foreign Countries; Multicultural Education; Opera; *Production Techniques
IDENTIFIERS- *Drama in Education

This performance guide is designed for teachers to use with students before and after a performance of "Angels Voices," with libretto by Gary Race and music by Noa Ain. The guide, called a "Cuesheet," is in the form of a Director's Notebook (a scrapbook/journal of clippings, quotations, illustrations, notes, and other items) to show how a director finds and develops ideas that come alive on stage. The opera seeks to lead audience members on a journey from the noisy modern world to a quiet place, showing the audience that the voices of people who have gone before them and the legends of long ago are always with them, but they must make time to listen. The Cuesheet contains seven activity sheets for use in class, addressing: (1) Developing the Story (describing the collaborative art form of opera, what a libretto is, outlining the opera's story and characters, outlining death myths from South America, Africa, Asia, and Native North America, and listing resources (both books and recordings) for further exploration); (2) Design Problems To Solve (outlining design problems in costume, set, and music design that needed solving); (3) Costume Sketches (looking at solving costume design problems and how costumes reflect season, social status, time in history, and country of origin); (4) Working with the Cast (offering notes on choosing a cast, and rehearsal notes on working with these singers/actors); and (5) Audience Notes (the audience's role and the art form of opera). (SR)

ED 442 161 CS 510 350

Flynn, Rosalind
"Anne of Green Gables": A One-Act Musical Based on Lucy Maud Montgomery's Novel. Cue Sheet for Teachers.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.

(5) Hawaii; (6) the Republic of the Marshall Islands; and (7) the Republic of Palau. This survey raises awareness of the risk factors affecting educators in the Pacific entities served by PREL. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition and stress burnout. In Chuuk State, 124 teacher surveys and 38 administrator surveys were returned. The data reveal the extent of these problems and shed some light on possible contributing factors. Absenteeism among teachers and school administrators appears to be a problem. Lack of support and low salaries were top reasons selected for leaving teaching, with many of the teachers who might leave teaching experiencing some aspects of occupational burnout. Appendixes contain teacher and administrator questionnaires (Contains 17 references.) (DFR)

ED 442 182 EA 030 428

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: Hawai'i. Research Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 37p.; For similar study on Guam, see ED 030 429.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Ethnic Groups; Government Publications; *Job Satisfaction; *Labor Turnover; *Morale; Public Schools; Questionnaires; *Stress Variables; *Teacher Attitudes; Teacher Burnout
IDENTIFIERS- *Hawaii

Pacific Resources for Education and Learning (PREL) works closely with 10 American-affiliated Pacific entities: (1)American Samoa; (2) the Commonwealth of Northern Mariana Islands; (3) the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap); (4) Guam; (5) Hawaii; (6) the Republic of the Marshall Islands; and (7) the Republic of Palau. This survey raises awareness of the risk factors affecting educators in the Pacific entities served by PREL and provides insight necessary to redress the concerns of students, policymakers and educators around the region. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition, and stress burnout. In Hawaii, 549 teachers and 127 school administrators completed surveys . The data reveal the extent of these problems and shed some light on possible contributing factors. Absenteeism among teachers is not a problem. More than 24 percent of the teachers reported they might leave their profession within 2 years. Potential leavers are significantly more likely than nonleavers to cite health problems, overload of stress, responsibilities and paperwork, and not enough time as reasons for leaving their jobs. Appendixes contain teacher and administrator questionnaires. (Contains 24 references.) (DFR)

ED 442 183 EA 030 429

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: Guam. Research Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 35p.; For similar study on Yap State, see EA 030 430.

12 schools and colleges whose Web sites were linked to one of two comprehensive sites (one for K-12 schools, one for colleges). Ten major themes emerged from the data. The relative frequencies of each major theme were computed across the sample. The results of the study indicate that the purpose of school shifts from emotional development in the early levels of schooling to cognitive development at the college level. In addition, mission statements vary greatly both within and between school levels with most schools emphasizing four different themes in their mission statement. Relevant policy implications and suggestions for further research are discussed. (Contains 15 references.) (Author/MLF)

ED 442 203 EA 030 489

Mulder, Martin
Creating Competence: Perspectives and Practices in Organizations.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competence; Foreign Countries; *Human Resources; Management Development; *Organizational Development; *Organizational Effectiveness; *Organizational Theories; Staff Development
IDENTIFIERS- *Netherlands

Creating competence has become a major issue in organizations. Various authors contend that competency management has the potential of integrating organizational strategy, human-resource instruments, and human-resource development; that competency development can lead to performance improvement; and that it can help Human Resource Development (HRD) professionals in aligning their practices to the needs of the changing organization. A study was designed with four objectives. The first objective was to analyze the concept of competence, seeing what definitions are brought forward and how the concept is perceived in practice. The second objective was to evaluate the dissemination of the concept. The third objective was to evaluate the potential of competency development for vertical integration, and for HRD programs and practices. The fourth objective was to analyze the contribution of the concept of competency development for the HRD profession. Data collection for the study involved telephone interviews with 80 for-profit and nonprofit organizations, 35 telephone interviews with directors of Human Resource Management (HRM) in large organizations, and questionnaire responses from 130 HRD managers. Finally, an analysis was undertaken of the critical views of organizations that have introduced competency development systems. Based on the findings, recommendations are given for other organizations that want to introduce competency development systems. (Contains 38 references.) (MLF)

ED 442 204 EA 030 491

Hsieh, Chia-lin; Shen, Jianping
The Effects of Parental Characteristics on School Choice.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Case Studies; Change Strategies; Children; Delivery Systems; *Developmental Disabilities; Focus Groups; Models; *Personal Autonomy; Program Evaluation; Self Advocacy; *Self Determination; *Systems Approach; Teamwork; Training
IDENTIFIERS- *Vermont

This paper reports on a focus group discussion held in June, 1998, in Killington, Vermont, about a 3-year project in Vermont to encourage the self-determination of people with developmental disabilities. The project has involved training of four project teams, each composed of a person with a developmental disability, a family member, and a person experienced in providing services. The responses of the 60 focus group participants are summarized in a model of self-determination involving different aspects of the individual, sources of support, and life processes and a selection of their comments concerning their understanding of self-determination, what support includes, and examples of self-determination. Also reported are system challenges identified by the group such as accounting for the system's money in a way that is clear to people and their families and potential pitfalls such as exclusion of people based on unwarranted assumptions. Finally, the most important contributions of the self-determination project are identified including strengthening of self-advocacy organizations, realization by agency managers of new ways to foster self-determination, and a reconsideration of many aspects of case management. (DB)

ED 442 223 EC 307 859

O'Brien, John; O'Brien, Connie Lyle
Guiding People Home: The Role of Wisconsin's Supported Housing Specialist.
SPONS. AGENCY- Wisconsin Council on Developmental Disabilities, Madison.; Administration on Developmental Disabilities (DHHS), Washington, DC.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Minnesota Univ., Minneapolis. Inst. on Community Integration.; Minnesota Univ., Minneapolis. Research and Training Center on Community Living.; Syracuse Univ., NY. Center on Human Policy.
PUB DATE- 99
NOTE- 32p.; Written with Marcie Brost.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; Delivery Systems; *Disabilities; *Housing; *Independent Living; *Individualized Programs; Interviews; Specialists
IDENTIFIERS- *Supported Housing; Wisconsin

This paper describes the role of the Supported Housing Specialist as developed by the Wisconsin Council on Developmental Disabilities and the Wisconsin Department of Health and Family Services. The paper is based on extensive interviews with Marcie Brost who developed and holds the position. This paper is intended to be used with a set of guidebooks providing practical advice about procedures that are effective in developing individualized housing solutions and two videotapes showing what some families have achieved. The paper emphasizes the role of the service broker and the importance of creating effective relationships in finding individualized housing

Attitudes; Employer Employee Relationship; *Mentors; Peer Acceptance; *Peer Relationship; *Program Effectiveness; *Supported Employment; Training Methods; Work Environment; Young Adults
IDENTIFIERS- *South Dakota

This report discusses the outcomes of a South Dakota project designed to develop and validate a natural support system involving typical co-workers providing on the job training and support to individuals with disabilities. The Co-Worker Mentoring in Supported Employment (CMSE) project had the following outcomes: (1) job development activities resulted in 34 individuals with severe disabilities placed in community-based jobs; (2) 32 co-worker mentors from local businesses provided training and follow-along services to individuals served in the project; (3) CMSE and participating agency staff were instrumental in the development of transition plans which formalized job development, job placements, and follow-along responsibilities for student services in the project; (4) CMSE staff increased the number of community based vocational placements for students and adults with disabilities, the number of businesses where placements occurred, and the types of job placements; (5) CMSE staff provided training and technical assistance to co-worker mentors on an as needed basis to assist with individual participation needs; and (6) information regarding the CMSE model was disseminated. Results from the project indicate the program was effective in increasing community-based vocational placements for students and adults with disabilities. The report outlines project objectives and accomplishments. (CR)

ED 442 243 EC 307 881

Carroll, Martha E.; Dennison, Martha Jo
Focus on Ability: Serving Girls with Special Needs.
PUB DATE- 98
NOTE- 111p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Attitudes toward Disabilities; Behavior Disorders; Classification; Communication Disorders; *Disabilities; Elementary Secondary Education; Emotional Disturbances; *Females; Hearing Impairments; *Individual Characteristics; Learning Disabilities; *Peer Acceptance; Physical Disabilities; Simulation; Social Integration; Symptoms (Individual Disorders); Visual Impairments; *Youth Clubs
IDENTIFIERS- *Girl Scouts of the USA

This handbook is designed to introduce adults in Girl Scouting to the rewards, pleasures, and challenges of working with girls who have disabilities. Included in the book are definitions of various disabling conditions, ways in which activities can be adapted, and behavioral expectations. Also included are activities for simulation of the disabling conditions. Chapter 1 of the handbook discusses diversity in girl scouting, the continuum of differences in learning, communication, motor and physical ability, emotional adjustment, sensory abilities, legal definitions of disabilities, and inclusion in girl scouting. Chapter 2 provides strategies for preparing leaders, troops, and the meeting environment for including a girl scout with a disability. Key considerations for meeting sites are

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Air Pollution; *Educational Facilities; Elementary Secondary Education; Public Schools; Ventilation
IDENTIFIERS- *Indoor Air Quality; *Pollutants

This publication examines the causes and effects of poor indoor air quality and provides information for reducing exposure to indoor contaminants in schools. It discusses the various indoor pollutants found in schools, including dust, chemical agents, gases, and volatile organic compounds; where they are found in schools; and their health effects on school occupants. Pollution control measures are detailed in the areas of building design, product specifications, renovation procedures, operations and maintenance, and ventilation system management. (Contains 15 references.) (GR)

ED 442 265 EF 005 756

Kemp, Wayne
Music Education Suites.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; High Schools; Middle Schools; *Music Education; *Music Facilities; School Community Relationship

This publication describes options for designing and equipping middle and high school music education suites and suggests means of gaining community support for including full service music suites in new and renovated facilities. It covers the basic music suite, practice rooms, small ensemble rehearsal rooms, recording/MIDI (musical instrument digital interface) studios, and electronic keyboard laboratories. (Contains 12 references.) (GR)

ED 442 266 EF 005 757

Wagner, Cheryl
Planning School Grounds for Outdoor Learning.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; Elementary Secondary Education; *Outdoor Education; *Planning
IDENTIFIERS- Learning Environment; *School Yards

This publication covers the planning and design of school grounds for outdoor learning in new and existing K-12 facilities. It discusses the different types of outdoor learning environments more positive attitudes toward second language learning. It is concluded that formal, extrinsic, classroom-related motivations were more important factors in second language learning than traditional integrative and instrumental motivations in Korean EFL contexts. Extensive quantitative empirical data and 64 references are included. (Author/KFT)

ED 442 285   FL 026 290

Lo, Yi-Hsuan Gloria
Can Whole Language Be Applied to Teaching English as a Foreign Language in Secondary Schools in Taiwan: Problems, Challenges, and Possibilities.
PUB DATE- 96
NOTE- 150p.; Master's thesis, Indiana University, Bloomington.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Educational Policy; *English (Second Language); Foreign Countries; Higher Education; Second Language Instruction; Second Language Learning; Secondary Education; Secondary School Students; Teaching Methods; *Whole Language Approach
IDENTIFIERS- *Taiwan

The purpose of this study is to identify the issues, concerns, and challenges that will arise if whole language is applied to teaching English as a Foreign Language (EFL) in high school in Taiwan. Research questions include the following: (1) What are the issues, concerns, and challenges if whole language is applied to teaching English in Taiwanese high schools? (2) What educational implications for English education in Taiwan can be drawn from the discussion of these issues, concerns, and challenges? and (3) What proposals can be made if whole language is applied as an alternative approach to teaching EFL in Taiwan? The thesis is divided into five chapters. Chapter one is an overview of the purpose, context, and significance of the research questions. Chapter two is an examination of English education in Taiwan and the problems high school EFL students face when they go to college. Chapter three is an introduction to the whole language approach. Chapter four is a discussion of the problems facing EFL education in Taiwan, using the theoretical lens of whole language, and concludes with the judgment that entrance examinations, teachers' assumptions about teaching and learning, and the differences between learning English as a first and second language are the main barriers to applying the whole language approach in Taiwan. Chapter five concludes with proposals for the Taiwanese Ministry of Education, school boards, and EFL teachers interested in applying the whole language approach to EFL education. Extensive scholarly references, a bibliography, three tables, and five appendices are included. (KFT)

ED 442 286   FL 026 291

Adger, Carolyn Temple; Locke, Jennifer
Broadening the Base: School/Community Partnerships Serving Language Minority Students at Risk. Educational Practice Report 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 30p.

NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *English (Second Language); Evaluation Methods; Federal Programs; *Language Tests; Oral Language; Second Language Instruction; Second Language Learning; *Test Reliability; *Test Validity; Testing
IDENTIFIERS- Tennessee

This report was undertaken to help the Tennessee State government comply with federal requirements that all states collect valid, reliable, and uniform data for programs receiving federal funds as English-as-a-Second-Language (ESL) adult education programs. Data must be collected to report learner gains in reading, writing, speaking, and listening, along with additional skills related to workforce assessment. Two assessment instruments were considered: the Oral Basic English Skills Test (BEST) and the CASAS. The Oral BEST is designed for adult ESL learners at the survival and pre-employment skills level. It uses real life materials and tasks to measure performance of basic language competencies. The CASAS is an older test, and is already well-established and accepted as a valid and reliable assessment tool. For reasons provided in detail, it is concluded that the Oral BEST test would be the better choice by the Tennessee state government to use in fulfillment of federal requirements. (Included in this document are various letters, summary sheets, and memoranda expressing opinions about one or both of these assessment tools.) (KFT)

ED 442 306 FL 801 381

Project Based Learning and Assessment: A Resource Manual for Teachers.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Adult Education Services.
PUB DATE- 97
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Bilingual Education Programs; *Classroom Techniques; *English (Second Language); *Evaluation Methods; Lesson Plans; Limited English Speaking; Second Language Instruction; Second Language Learning; *Student Projects; *Teaching Methods

The idea behind this guide is that assessing student performance through projects not only allows for the observation of affective behaviors and cognitive strategies that affect learning, but also helps to make instruction fully responsive to students' needs. This resource kit was developed to assist teachers in understanding the purpose of project work as a practical and meaningful way of learning and assessing the progress of learning English. The main focus of this kit is to guide teachers in developing projects for learning and assessment of their adult students. The kit includes an introduction, a guide for developing and implementing projects (including background information, project framework, pre-project activities, assessment, and sample projects), abstracts of projects for different levels, and a bibliography. Numerous diagrams, figures, charts, rubrics, checklists, and lesson plans are included. (Contains 28 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

Create Classroom Management Case" (Roger Wolff and Perry Passaro); "Effects of an Explicit Reflective Writing Strategy on Students' Concept Development and Attitudes Toward Science" (Derrick R. Lavoie); "Sports in Australia: A Reflection of Culture" (Roger Miller); "2 2=5: Using Critical Thinking to Transform Individual Term Papers into Collaborative Research Projects" (Roger Ochse); "From Plato to Cyberspace: An Introductory Interdisciplinary Internet Course" (William J. Bogard); and "Middle Level Teacher Beliefs and Middle Level Reform" (Sandee Schamber). (All papers contain references.) (SM)

ED 442 326 HE 032 898

Roha, Thomas Arden
State University-Related Foundations and the Issue of Independence. AGB Occasional Paper No. 39.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Court Litigation; Donors; *Educational Finance; Higher Education; Legislation; Nonprofit Organizations; *Philanthropic Foundations; Private Financial Support; *State Colleges; *State Universities

This paper examines eight key cases over the past two decades that have affected the way foundations raise funds to help state colleges and universities with which they are affiliated, and thereby risk losing their legal status as independent entities. Sections of the paper review three cases in which foundations were ruled public entities; three cases in which foundations were found to be independent; and two hybrid rulings that provide additional insights. The paper also offers seven "touchstones" to help insulate an affiliated foundation from legal challenges to its privacy and independence. They include: (1) having an independent board of trustees; (2) not accepting rent-free space; (3) carefully spelling out arrangements for using university personnel; (4) retaining outside legal counsel; (5) avoiding suspicion of wrongdoing and if challenged voluntarily releasing all pertinent information; (6) routinely releasing all information about public funds; and (7) having written agreements that set forth the terms of the foundation's working relationship with the university and affirming its independence. A table summarizes the eight cases. (SM)

ED 442 327 HE 032 899

Moore, Anne H.
Public Policy Influences on Public College and University Foundations. Occasional.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Organization; *College Governing Councils; Compliance (Legal); Educational Equity (Finance); Educational Finance; *Governance; Higher Education; Institutional Administration; Laws; Legal Responsibility; Legislation; *Nonprofit Organizations; *Policy Formation; *Private Financial Support; Public Colleges; Public Education;

with personal and institutional hindrances. Two appendixes include the questionnaire and related materials. (Contains about 117 references.) (RH)

ED 442 347 HE 032 921

NASULGC 2000: People and Programs.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; Federal Aid; Higher Education; *Land Grant Universities; Mission Statements; *Organizations (Groups); State Aid; State Colleges; State Universities
IDENTIFIERS- *National Assn of State Univ and Land Grant Coll

This report is a comprehensive overview of the organization and activities of the National Association of State Universities and Land Grant Colleges (NASULGC). It lists officers and members of the Board of Directors; provides who, what, why, when, where, and how facts and data about the organization and its 208 member institutions, which have an enrollment of over 3.2 million students; summarizes its governance structure; provides a general statement of context; notes missions and goals; lists the activities and initiatives it considers its most important priorities; notes the federal-relations activities, commission and council initiatives, and print and electronic communication projects through which it pursues its mission; lists and describes the mission of its related councils and commissions; provides a chronological history of the association and a chronology of federal legislation, beginning in 1787, affecting public higher education; lists, by state, its member institutions; and includes a list of staff members by major groups. Future annual meeting dates are also noted. (RH)

ED 442 348 HE 032 922

Illustrative Bylaws for Independent Academic Institutions. Board Basics: The Fundamentals.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Board Administrator Relationship; College Administration; College Governing Councils; *Governance; *Governing Boards; Higher Education; Institutional Administration; *Trustees

This publication is part of a series that addresses the distinguishing characteristics of academic trusteeship and is intended to strengthen the effectiveness of governing boards and trustees of higher education institutions. The introductory section outlines the characteristics of a good set of bylaws and the assumptions behind the illustrative set of bylaws provided. This is followed by illustrative by-law text for 17 articles covering: Board Authority and Responsibilities; Membership of the Board of Trustees; Trustees Emeriti; Officers of the University; Terms and Responsibilities of the Chair and

ED 442 367 HE 032 957

Howe, Richard D.
Salary-Trend Study of Faculty in Biology, General for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biological Sciences; *Biology; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from a baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for biology, general faculty at 278 public and 352 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $58,339 for 4,715 biology, general faculty in public institutions was 1.7 percent lower and the average salary of $53,169 for 2,270 faculty in private institutions was 2.9 percent lower than the average salary for all faculty in all major fields, and, respectively, 1.0 percent per year below and 0.7 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 368 HE 032 958

Howe, Richard D.
Salary-Trend Study of Faculty in Business Administration and Management for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration; *Business Administration Education; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; Managerial Occupations; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic

Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; *College Faculty; Comparative Analysis; *Fine Arts; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 2,654 fine arts and art studies faculty at 223 public institutions and 1,149 faculty at 273 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $51,180 for fine arts and art studies faculty in public institutions and the average salary of $48,783 for faculty in private institutions were, respectively, 12.1 percent and 12.2 percent lower than the average salary for all faculty in all major fields. The average salary increase was, respectively, 0.6 percent per year and 1.7 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 387 HE 032 977

Howe, Richard D.
Salary-Trend Study of Faculty in Foreign Languages and Literatures for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Second Language Instruction; *Second Languages; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 2,865 foreign languages and literatures faculty at 242 public institutions

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Government (Administrative Body); Higher Education; Intellectual Disciplines; *Political Science; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for political science and government faculty at 236 public institutions and 255 private institutions. The study found that for the 1999-2000 period the average salary of $55,684 for 2,118 political science and government faculty in public institutions and $56,981 for 1,199 political science and government faculty in private institutions were, respectively, 3.1 percent lower and 4.2 percent higher than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 1.1 percent per year and 1.7 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 406 HE 032 996

Howe, Richard D.
Salary-Trend Study of Faculty in Psychology, General for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Psychology; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers

ED 442 425 HE 033 023

Zemsky, Robert, Ed.
The Data Made Me Do It.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Computer Uses in Education; Data Analysis; Databases; Higher Education; Information Needs; Information Utilization; Marketing; Partnerships in Education; *Public Support; *Strategic Planning

This essay derives from roundtable discussions of teams from seven research universities involved in a Knight Collaborative Engagement on Academic Indicators and Information Systems to Guide Resource Decisions. While colleges and universities are built on the premise that good data, well tested by an often adversarial process of discovery and verification, can yield fundamental truths about how things work and how they ought to, most institutions have yet to learn how to use data strategically. The practice uses data for narrow and parochial causes, often to protect the existing order; seldom is data used as the instrument of strategy, that is, to gauge the capacity of an institution to fulfill current commitments or pursue new opportunities, to understand external markets and the competition for new or existing programs and services, to analyze the opportunities for new ventures through collaboration among departments and centers, or to explore the prospect of even broader collaboration with other colleges and universities. The essay suggests use of a matrix of domains and capacities to support strategic decision making and development of a national data base centered on collective performance to demonstrate responsibility for service to the public. (RH)

ED 442 426 HE 033 024

Wegner, Gregory R.
Arizona State University. Exemplars.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 99
NOTE- 10p.; Published as a companion to "Policy Perspectives."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Freedom; Change Strategies; *Faculty College Relationship; *Faculty Evaluation; Higher Education; Institutional Autonomy; Participative Decision Making; *Performance Based Assessment; Personnel Policy; State Boards of Education; State Standards; State Universities; *Tenure; Tenured Faculty
IDENTIFIERS- Arizona; *Arizona State University; Post Tenure Review

This report discusses how the Arizona Board of Regents, which has governing authority over the state's three public universities, dealt with the inability of the universities to respond to new societal needs in a timely manner; a major impediment was felt to be tenure. After a series of meetings of administrators and faculty leaders, the Board agreed to take the question of tenure off the table, provided that post-tenure review policies

The Challenge of the Deanship.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Deans; *Administrator Effectiveness; Administrator Qualifications; Administrator Role; *College Administration; *Deans; Higher Education; Leadership Qualities; Organizational Effectiveness; Private Colleges; School Administration; State Universities; Surveys

This paper addresses the evolution of the kinds of challenges that deans have met over time and examines perceptions of today's deans concerning their ability to deal effectively with current challenges. A sample of deans (n=695) in the colleges of education, business, liberal arts, and nursing at 360 public and private institutions was surveyed and asked to identify and rank order the three biggest challenges they expected to face in the next three to five years, and to rate how effectively they thought they would address each challenge. Seven general categories of anticipated challenges were identified: fiscal, administration, curriculum and program development, faculty, technology, personal balance, and diversity. The three rated most important were: (1) fiscal; (2) administration; and (3) curriculum and program development. Significant differences were found across the challenges, but no significant differences were found among deans grouped by minority status, institute type, and institutional rating. Regarding administrative challenges, older deans (age 50) and those with less than two years experience tended to see themselves as more effective than those who had longer tenure. (Contains 16 references.) (CH)

ED 442 446 HE 033 044

Nies, Charles; Wolverton, Mimi
Mentoring Deans.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Deans; *Administrator Effectiveness; Administrator Qualifications; Administrator Role; *College Administration; *Deans; Higher Education; *Leadership Qualities; Organizational Effectiveness; Private Colleges; School Administration; State Universities; Surveys
IDENTIFIERS- Washington State University

This paper, which examines mentor relationships of academic deans, is part of a study conducted by the Center for Academic Leadership at Washington State University between October 1996 and January 1997. The study sample consisted of 1,370 deans (response rate 60 percent) at 360 public and private institutions, and the survey gathered information about deans' personal and institutional demographics, perceptions of role conflict and ambiguity, job responsibilities, perceptions of job-related stress, and their understanding of leadership. After reviewing other research on the subject, the report

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Administrator Education; Career Development; Curriculum Development; Developed Nations; *Disadvantaged; *Educational Development; Foreign Countries; *Labor Force Development; *Lifelong Learning; Postsecondary Education; Secondary Education; Technical Education; *Vocational Education
IDENTIFIERS- *Taiwan

Beyond the nine years of compulsory education, Taiwan has the following two additional streams in the educational system: general academic education (GAE) and technological and vocational education (TVE). TVE has the two key features of a complete system to ensure students' horizontal and vertical mobility and a main schooling stream, parallel to the GAE stream at upper secondary and post-secondary school levels. The three levels of TVE--vocational high school, junior college of technology, and university/college of technology (UT/CT)--aim to prepare applicants for technical-managerial posts at the basic, middle, or advanced level. The key prospects regarding TVE in Taiwan are the following: (1) establishing relevant laws to further the development of TVE; (2) adapting the TVE schooling system to improve TVE graduates' access to further education; (3) keeping up with national economic development by cultivating the technical/managerial workforce; (4) developing a lifelong education system while assisting students with career development; (5) reconstructing the TVE curricula and concentrating on industry's needs; and (6) encouraging the participation of disadvantaged groups to achieve equality in education. (YLB)

ED 441 957 CE 080 228

Maxted, Peter
Realising Potential: Helping Homeless and Disenchanted Young People Back into Learning.
SPONS. AGENCY- Department for Education and Employment, London (England).; Lifelong Learning Foundation, Manchester (England).
PUB DATE- 99
NOTE- 43p.; Supported by Lincoln Financial Group.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Age Differences; Attitudes; Case Studies; Developed Nations; *Dropouts; Foreign Countries; *Homeless People; *Housing; *Learning; Potential Dropouts; *Reentry Students; Residential Programs; Sex Differences; Special Needs Students; *Student Motivation

This guide shows how "Foyers" (safe residences for working/learning youth) and other organizations provide routes back into learning for young people. Chapter 1, "Young People and the Current Learning Agenda," provides a summary of encouraging developments from government, ushering in new learning opportunities for young people. Chapter 2, "Turning Young People Back on to Learning," presents findings from interviews and group discussions to test for differences in attitude between genders and younger people and young adults. These findings show how learning fits into these groups' worlds and focus on their principal interests and concerns; attitudes to learning; motivations to learn; barriers to learning; overcoming barriers; and learning role models. Chapter 3, "The Foyer Movement," describes the Foyer Federation and how Foyers

(EZ/ECs). At the same time, many urban school districts have launched school-to-career initiatives to help keep at-risk youth in school and improve their academic achievement and career prospects. A study was conducted to determine whether coordinating school-to-career with EZ/EC efforts would provide new resources and opportunities that would help at-risk youth. Research was conducted through a telephone-based survey of officials in communities targeted because both EZ/EC and school-to-career initiatives were underway. The study found a wide spectrum: in some places, very little collaborations exists; in others, there is some collaborative activity, although it is not very developed. Based on the surveys, more expensive interviews were conducted with people in Boston and Tacoma, two communities in which promising collaboration efforts are underway. The study concluded that collaboration between the two systems is possible but that it requires commitment of time and resources by both parties. This report is organized into four parts: (1) an explanation of why linking school-to-career initiatives to zones would benefit youth and a summary of the project; (2) profiles of Boston and Tacoma initiatives; (3) key lessons learned about collaboration between the sectors; and (4) four appendixes providing more information about school-to-career, EZ/ECs, federal grants relevant to serving at-risk youth, and a list of persons interviewed for the project. (KC)

ED 441 976 CE 080 264

Kolcz, Matt
Research in Technical Education: A Publication Guide.
PUB DATE- 00
NOTE- 101p.; "Editing assistance by Camille Kolcz and Steve Sawyer."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Education Work Relationship; *Educational Research; *Journal Articles; *Periodicals; Postsecondary Education; *Publications; *Research Reports; Scholarly Journals; Secondary Education; *Technical Education; Writing for Publication
IDENTIFIERS- Trade Journals

This directory contains a comprehensive listing of publications that may be appropriate for publication of academic research in technical education. Both research-based and trade publications related to technical education were used as bases for the guide, along with additional information about special interest publications. Complete synopses of the publications listed are provided, including title, editor, publisher, address, e-mail, Web site, telephone, fax, frequency of issue, circulation, acceptance rate, referred status, audience, acknowledgment, acceptance or rejection decision, publication time line, desired type of article, desired length, preferred style, number of paper and computer copies to submit, and editor's notes. The guide lists 91 journals. (KC)

ED 441 977 CE 080 265

Creech, Joseph D.
A Challenge for SREB States: Increasing the Percentage of Adults with a High School Diploma. Educational Benchmarks 2000 Series.
PUB DATE- 99
NOTE- 16p.

This document examines the state of regulated professions, as defined by Council of the European Communities Directive 92/51/EEC, in those Central and Eastern European countries that are candidates for admission into the European Union. The introduction discusses Council Directive 92/51/EEC, previous directives, and the national case studies on regulated professions on which this report is based. Chapters 2-4 review the following aspects of the directive's implementation: (1) scope of Council Directive 92/51/EEC (categories of regulated professions and activities in the candidate countries and the directive's scope in relation to other directives); (2) levels of the general system directives (division of professions into levels, bridges between levels, attestation of competence); and (3) ways of implementing the directive (vertical versus horizontal approaches, candidate countries' legislative framework, current regulations on foreigners' access and bilateral agreements). The following aspects of the directive's administration are discussed in chapters 5-8: role of the competent authorities; role of the national coordinator; general trends; and recommendations regarding European Training Foundation contributions to future activities. Appended are a description of the model of implementation of the general system for mutual recognition of qualification papers in Denmark and a discussion of the scope of the second general directive in Denmark. (MN)

ED 441 994   CE 080 284

Kunzmann, Margret; Laur-Ernst, Ute
Development of Standards in Vocational Education and Training, July 1998 (Reprinted with Updates 1999). Manual. Volume 1. Qualifications and Training Methods.
SPONS. AGENCY- European Training Foundation, Turin (Italy).
PUB DATE- 99
NOTE- 53p.; For Volume 2, see CE 080 285. Written with the support of Bernd Hoene. Re-edited by Bob Mansfield.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Developing Nations; Foreign Countries; Models; Postsecondary Education; Secondary Education; *Standards; *Vocational Education
IDENTIFIERS- Czech Republic; Latvia; Slovenia; Ukraine

This manual was developed as an integral part of an ongoing project on the role of standards in vocational training that was launched by the European Training Foundation in 1995. Revised in November, 1999, this manual reports the results of three meetings that addressed the following subjects: the content of vocational education and training standards; the procedures for their development; and the processes of implementation and evaluation, supplemented by knowledge in comparative research and current trends. The manual, which does not prescribe specific models but offers options and alternatives for the development of vocational education and training standards, is organized in eight sections. Following the introductory section that explains the basis and goal of the manual, section 2 defines standards, a main element in the transformation process of vocational education and training, providing definition, components, and functions. The third section provides aids for the forward shaping of occupational standards, while the fourth section suggests four alternative contexts. Additional research on ways of linking classroom/workshop practical learning experiences to the practices and outcomes of workplace learning was recommended. (One hundred eight tables/figures are included. The bibliography lists 34 references. Appended are the teacher and student questionnaires and data on the numbers of students who chose or were placed into VET.) (MN)

ED 442 012   CE 080 310

Hall, Richard; Buchanan, John; Bretherton, Tanya; van Barneveld, Kristin; Pickersgill, Richard
Making the Grade? Globalisation and the Training Market in Australia. Volume 1 and Volume 2.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 00
NOTE- 158p.; The diskette for Volume 2 is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Data Collection; Economic Change; *Education Work Relationship; *Educational Demand; Educational Needs; Educational Supply; Educational Trends; Employment Patterns; Engineering Technology; Field Studies; Foreign Countries; Global Approach; Industrial Structure; *Industrial Training; *Information Technology; Job Training; Labor Market; Marketing; *Metal Industry; National Surveys; Needs Assessment; Postsecondary Education; Regional Characteristics; Research Methodology; Tables (Data); Trend Analysis; *Vocational Education
IDENTIFIERS- *Australia; Educational Marketing; Global Economy

This two-volume document reports on a study of globalization and Australia's training market. Volume 1 begins by examining debate on globalization and industry training in Australia. Discussed next is the study methodology, which involved field studies of the metals and engineering industry in South West Sydney and the Hunter and the information technology industry in South West Sydney and the Central Coast of New South Wales. Presented next are major findings regarding the following issues: (1) labor market settings; (2) key challenges confronting both industries studied; (3) why emerging industry training markets are failing to meet the key challenges arising from globalization; and (4) implementation of competencies, the New Apprenticeships, and the training packages. Volume 1 includes 16 tables/figures and a 35-item bibliography. An appendix constituting approximately 60% of Volume 1 contains seven regional industry training market case studies. Volume 2 (also provided on disk) contains technical notes on the following topics: (1) debates associated with the terms "training markets" and "VET institutional arrangements"; (2) empirical data associated in the structure of Australian industry; and (3) data on the size and structure of Australia's metals and engineering and information technology industries and trends characterizing them. Concluding Volume 2 is a 152-item bibliography. (MN)

ED 442 013   CE 080 311

Dumbrell, Tom; De Montfort, Rowena; Finnegan, Wendy; Wright, Peter
Still Not Equal: A Study of Differences in Male and Female TAFE Graduates' Earnings in Australia.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 00

LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Abuse; Cocaine; Correlation; Demography; *Drug Abuse; Family (Sociological Unit); Heroin; *Incidence; Marijuana; Smoking; *Trend Analysis

This survey, monitoring levels of substance abuse in the United States, serves as a tool for researchers and policymakers to better understand and control substance abuse problems. It provides information on 25,500 participants' use of illicit drugs, alcohol, and tobacco among the civilian, noninstutionalized population. Trends for the years, 1979, 1985, and 1991 through 1998 are included. For each drug (marijuana, cocaine, inhalants, hallucinogens, heroin, non-medical use of psychotherapeutics, alcohol, cigarettes, and smokeless tobacco), there are tables arranged to facilitate group comparisons. Data for the total population is presented for each of four age groups, and then compared by sex, race/ethnicity, population density, region, adult education, and current employment. Data on drug use among special populations (drug use and criminal behaviors, drug use and pregnancy, drug use among adolescents exposed to drug education messages) is also included. Seven appendixes detail procedures: Appendix A contains definitions of key terms; Appendixes B, C, and D include information on the quality of data and testing procedures; Appendix E explains the adjustment procedure that was applied to the 1979-1993 NHSDA estimated in order to facilitate long-term trend analysis; Appendix F contains answer sheets for 1998 NHSDA questionnaire; Appendix G contains pages from the questionnaire. (Contains 124 references.) (Author/JDM)

ED 442 034 CG 030 073

Workshop on Children and Domestic Abuse.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 00
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Battered Women; *Child Abuse; Children; Counselors; Emotional Response; *Family Violence; Law Enforcement; Program Development; Program Evaluation; *Victims of Crime; Workshops
IDENTIFIERS- Policymakers

This workshop coordinates with the publication of a volume of "The Future of Children." The goal of the workshop is to bring together researchers, policymakers, health providers, and law enforcement to review available research literature on children and domestic violence. Topics that were addressed include prevalence and effect of exposure to domestic violence on children; systems-level responses to children; innovative program approaches and techniques for evaluating the programs; and laws and policies affecting children exposed to violence. The workshop manual contains the following sections: (1) Logistical Information; (2) Agenda; (3) Presenter Information; (4) Innovative Program Descriptions; (5) Background Readings (topics include child maltreatment and women abuse, problems associated with children witnessing violence, police and mental health professionals' responses to children and violence; and the London Family Court Clinic, a children's mental health clinic committed to advocacy of children and families involved in the justice system); and (6) Background on Board on Children, Youth, and Families. (Contains 96 references.) (JDM) that counselor educators teach, including counseling and career development theory, measurement theory, social and cultural foundations, and professional issues can be taught just as well using Web-based training courses as well as they can using traditional approaches. This chapter concludes by offering a list of suggestions for counselor educators who are newcomers to web-based training, video conferencing, and distance learning. (MKA)

ED 442 053   CG 030 197

McFadden, John; Jencius, Marty
Using Cyberspace To Enhance Counselors' Cultural Transcendence.
PUB DATE- 00
NOTE- 18p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Competence; Counselor Client Relationship; Counselors; Cultural Pluralism; Electronic Mail; Internet; Models; Technology; World Wide Web
IDENTIFIERS- Chat Rooms; *Cyberspace; Multicultural Counseling

This chapter provides direction in how to add the tool of cyberspace technology to the mental health professional's repertoire of skills. The first suggestion is that mental health professionals need to aspire to be a model for others. Before they can model appropriate use of technology to help in understanding cultures, they need to understand it and practice it themselves. The second suggestion is that mental health professionals should enter cyberspace with a framework by which to understand cultures. The stylistic model presented in this chapter provides a framework by which to organize cultural information in cyberspace. Once such a cultural framework is used, cyberspace can be explored using the systematic process described in this chapter, moving from time- and place-dependent strategies to time- and place-independent strategies. A third suggestion is that health care professionals should keep both feet planted firmly in midair. Cyberspace is a new and fluid environment. Use of scholarly skepticism will aid in discerning the worthy material found on the Internet. A final suggestion is that health care professionals should seek the support of colleagues and work cooperatively with other professionals who are exploring the mixing of these two paradigms, cyberspace and culture. Cyberspace provides tools to do such cultural collaboration with colleagues on a worldwide platform. (Contains 24 references.) (MKA)

ED 442 054   CG 030 198

Lee, Courtland C.
Cybercounseling and Empowerment: Bridging the Digital Divide.
PUB DATE- 00
NOTE- 10p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Information; Advocacy; Community Involvement; *Counseling; *Counselor Role; Education; Empowerment; Ethics; Guidelines; *Internet; Lobbying; Socioeconomic Status; *Technology

DESCRIPTORS- *Basal Reading; Classroom Environment; Elementary Education; Emergent Literacy; Reading Comprehension; *Reading Instruction; Student Evaluation; *Teaching Methods; Vocabulary Development; *Writing Instruction
IDENTIFIERS- *Balanced Reading Instruction

Suggesting the need for balanced reading and writing instruction, this book is a compendium of many of the best teaching ideas presently available to reading professionals. The first part of the book addresses the research and practice related to understanding and supporting literacy development, and the second part "puts it all together." Chapters in the book are: (1) Reading Instruction: Making the Transition to a Balanced Perspective; (2) Understanding Reading: The Theoretical Roots of Instruction; (3) Emergent Literacy: Understanding the Literacy Development of Young Children; (4) Basal Readers: Determining How To Use Basals Effectively; (5) From Basals to Books: Making the Transition; (6) Reading Comprehension: Focusing on Instruction; (7) Acquiring Vocabulary: Words for Reading and Writing; (8) Decoding Skills: Identifying Words in Print; (9) Literacy Environments: Designing Classrooms That Promote Literacy; (10) Assessment: Determining Students' Progress in Literacy; (11) The Early Years: Reading and Writing in Grades K-2; (12) The Elementary Years: Reading and Writing in Grades 3-5; and (13) Middle School: Reading and Writing in Grades 6-8. Appendixes contain a list of balanced literacy resources for teachers; selected resources for teachers; milestones for literacy learning in grades K-3; and a blank miscue grid. (RS)

ED 442 076   CS 013 971

Maguiness, Colleen
Show Us How: A School-Wide Programme for Reluctant Readers.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Biennial Conference of the International Federation for the Teaching of English (University of Warwick, England, UK, July 7-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diversity (Student); Foreign Countries; Inner City; Locus of Control; *Reading Programs; Reading Research; Secondary Education; *Student Attitudes; *Sustained Silent Reading
IDENTIFIERS- New Zealand; Problem Based Methodology (Robinson); *Reluctant Readers

Westerns Springs College in Auckland, New Zealand is an inner city coeducational secondary school of 670 multicultural and diverse students. Achievement test results in reading comprehension and vocabulary grouped students at the top and bottom of the scale. Reading was identified as a significant barrier to learning and in 1997 staff agreed to begin sustained silent reading (SSR) in conjunction with a peer reading program for those students who needed support. The aim was to establish communities of readers. The program took place in vertical form time with the form tutor--vertical forms are made up of students from year 9 to year 13. Ethnic groups are organized into the same form: Maori, Samoan, Cook Island, Tongan, Nuiean, and Japanese. To find out what students thought about SSR and why a growing number were reluctant readers, a research project was carried out using problem-based methodology developed by Robinson (1993). Selected students were interviewed, and perhaps a less expensive alternative may be more appropriate for some students. (Contains 14 tables of data.) (NKA)

ED 442 096 CS 014 012

Otuya, Ebo; Krupka, Susan
Federal and State Strategies To Support Early Reading Achievement.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Reading; *National Standards; Primary Education; *Reading Achievement; *Reading Difficulties; *Reading Instruction; *Reading Readiness; *State Standards
IDENTIFIERS- Phonemic Awareness; Reading Excellence Act

A study examined children's reading difficulties at the early grade levels and explored how federal and state governments are responding to this critical education problem. Sections of the study address: background issues in reading achievement; federal response to improve poor reading achievement; state issues in early reading achievement; effective intervention programs; and trends in reading assessment. Results indicate that five factors contribute to children's reading difficulties: (1) lack of phoneme awareness; (2) difficulty with reading comprehension; (3) lack of motivation to learn to read; (4) inadequate preparation of teachers; and (5) lack of standards and accountability. Findings suggest that there continues to be a gap between instructional theory and practice, and that as schools implement a balanced approach to reading instruction, adjusted curriculum, textbooks, and assessment models will be needed. Contains 28 references, and a figure and a table of data. (EF)

ED 442 097 CS 014 020

Facemire, Nancy E.
The Effect of the Accelerated Reader on the Reading Comprehension of Third Graders.
PUB DATE- 00
NOTE- 53p.; M.A. Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Grade 3; *Instructional Effectiveness; Low Income; Primary Education; *Reading Comprehension; *Reading Improvement; *Reading Instruction
IDENTIFIERS- *Accelerated Reader Program; West Virginia

This nine-week study examined the effect of the Accelerated Reader program on the reading comprehension scores of third grade students in a socio-economically disadvantaged area of West Virginia. Two separate third grade classes, with different teachers, but within the same school, participated in this study. The experimental group of students was encouraged to read and test on books supported by the Accelerated Reader program. The STAR Reading program was used to pretest and posttest students and the group scores were used to ascertain if significant growth in reading comprehension occurred in the experimental group. The data did show a significant difference that could be attributed to the Accelerated Reader program. Therefore, the hypothesis must be accepted: There will be a significant increase in reading comprehension scores after participating in the Accelerated Reader program. (Contains 30

Gee, James
The New Literacy Studies and the "Social Turn."
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Research; *Discourse Analysis; Higher Education; *Literacy; *Social Environment; *Social Theories; *Sociocultural Patterns
IDENTIFIERS- New Literacy (Willinsky); Social Movements; *Textual Analysis

This paper defines the "social turn" as a philosophy focused on interaction and social practice, and states that it was fostered in the New Literacy Studies movement as well as 13 other movements, which all argued the importance and definition of the social in their own ways. The paper then discusses the philosophical underpinnings of the social turn and argues against the new capitalism, asking the question, "Is the social turn politically progressive?" The paper proceeds to state that the New Literacy Studies are based on the idea that reading, writing and meaning are situated within specific social contexts and discourses. The paper concludes that, in order to engage in enactive and recognition work, communicators who engage in discourse analysis can view texts in terms of language recruitment methods. The paper provides three examples of such language analysis. (Contains 64 references.) (EF)

ED 442 119 CS 217 167

Bloom, Lynn Z.
That Way Be Monsters: Myths and Bugaboos about Teaching Personal Writing.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College English; Higher Education; *Narration; Opinion Papers; *Writing Attitudes; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Personal Writing; Writing Style; Writing Topics

Many traditionally held academic views of personal writing have myths embedded in them. These myths include: (1) anything written in the first person singular is autobiographical; (2) personal writing can only exist in an expressionist classroom and is often uncritical and unproblematic; (3) student personal writing is a dying genre, and college courses should concentrate on the new, complicated and difficult; (4) all personal writing is sufficiently alike in intellectual and aesthetic dimensions to be unrewarding to read or write; (5) encouraging students to write personally will cause them to be solipsists and egotists and to resist further writing development; and (6) personal writing is the antithesis of the normative, intellectually rigorous, objective way of dealing with information and controversy in the academic world. Overcoming these myths in the composition classroom and curriculum will encourage engaged reading, writing, and exchanging of ideas. (EF) are those involving the development of research skills, integrated learning, interactivity, writing for real purposes and authentic audiences, handling difficult topics in new ways, multicultural learning, and collaborative problem solving. Despite the rapid growth of wired schools, surveys suggest that use of technology to affect classroom practice tends to be limited to small groups of teachers who are excited by the potential they believe technology has to motivate their students or to access new sources. Contains 20 references. (RS)

ED 442 139 CS 217 192

Anday-Porter, Sharon; Henne, Kori; Horan, Sandra
Improving Student Organizational Skills through the Use of Organizational Skills in the Curriculum.
PUB DATE- 00
NOTE- 50p.; M.A. Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Elementary Secondary Education; *Instructional Effectiveness; Problem Solving; Self Evaluation (Individuals); Self Management; *Skill Development; *Study Skills; Thinking Skills; *Time Management

This report describes a program for improving student organizational skills. The targeted population consisted of a fourth-grade self contained class, a sixth-grade science class, and a high school nine through twelve learning disability class in an elementary, middle, and high school setting. The schools were located in middle to upper class suburban communities in the Midwest. The deficiencies in organizational skills were documented with student, parent, and teacher surveys, and an organizational checklist. Analysis of probable causes indicated that many students of all ages lack organizational skills due to developmental factors, school structure, and parent involvement. The deficiencies of organizational skills adversely affected various situations, including student success. A review of the solution strategies suggested by other researchers, combined with an analysis of the problem setting, resulted in teaching students: time management skills, prioritizing, homework, study skills, organizing student materials in a desk, locker, backpack or trapper, and keeping an assignment notebook. The program included lessons in role playing, cooperative group activities, teacher modeling, problem solving activities, worksheets, self evaluation, checklists, and goal setting which were all incorporated into the curriculum. Post intervention information collected indicated an increase in student organizational skills such as keeping an organized desk, locker, backpack and assignment notebook. Students showed improvement in homework completion and class preparation. (Contains 26 references and 11 tables of data. Appendixes contain 3 survey instruments and a semantic web.) (Author/RS)

ED 442 140 CS 217 193

Beers, Elizabeth A.
Fostering and Eliciting Emergent Literacy Skills in Potentially English Proficient Students.
PUB DATE- 00
NOTE- 68p.; M.A. Research Project, Saint Xavier University and SkyLight Professional Development.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiences; Class Activities; Cultural Activities; Novels; Playwriting; Secondary Education; *Theater Arts
IDENTIFIERS- *Anne of Green Gables; Drama in Education; Montgomery (Lucy Maud); *Musicals

This performance guide is designed for teachers to use with students before and after a performance of the one-act musical based on Lucy Maud Montgomery's novel, "Anne of Green Gables," with music by Richard DeRosa and book and lyrics by Greg Gunning. The guide is designed to help teachers foster students' appreciation of theatre, dance, and music. The activities involve students in high-level thinking skills, accommodate differing learning styles, and draw connections to various parts of the curriculum. The guide, called a "Cuesheet," offers five activity pages for students. Materials for teachers address using the reproducible student activity pages and offers background information on author Lucy Maud Montgomery, Prince Edward Island (where the story takes place), on theatre conventions, adapting the novel into a musical play, and on audience collaboration. They also list resources about Lucy Maud Montgomery. Students' reproducible activity pages include a story synopsis, a look at the characters in the play and how actors double roles, lines from the play and character insights, items from the Victorian era, and the role of imagination in the theatre and in the character Anne. (SR)

ED 442 162 CS 510 351

Jennings, Caleen Sinnette
"Black Nativity." December 12-31, 1995. Cue Sheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 6p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiences; *Black Culture; Black Literature; Cultural Activities; Elementary Secondary Education; Multicultural Education; *Theater Arts
IDENTIFIERS- African Americans; *Christmas; Drama in Education; *Gospel Music

This performance guide is designed for teachers to use with students before and after a performance of "Black Nativity," a play about the birth of Jesus, celebrated in the tradition of African-American culture and with gospel music at its heart. The guide, called a "Cuesheet," contains three sheets for use in class, addressing: (1) Celebrating the Holiday Season; (2) The Creation of "Black Nativity"; (3) What Gospel Music Is; (4) Elements To Listen for in Gospel Music; (5) The Gospel Tradition of Collaboration, with information about the playwright, the director, and the audience's role; and (6) Questions for Before and After the Performance. (SR)

ED 442 163 CS 510 352

Pratt, Suzanne
"The Book of Miracles" by David S. Craig and Robert Morgan. Cue Sheet.
SPONS. AGENCY- Department of Education, Washington, DC.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Ethnic Groups; Government Publications; *Job Satisfaction; *Labor Turnover; *Morale; Public Schools; Questionnaires; *Stress Variables; *Teacher Attitudes; Teacher Burnout
IDENTIFIERS- *Guam

Pacific Resources for Education and Learning (PREL) works closely with 10 American-affiliated Pacific entities: (1) American Samoa; (2) the Commonwealth of Northern Mariana Islands; (3) the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap); (4) Guam; (5) Hawaii; (6) the Republic of the Marshall Islands; and (7) the Republic of Palau. The main purpose of this survey was to raise awareness of the risk factors affecting educators in the Pacific entities served by PREL and to provide insight necessary to redress the concerns of students, policymakers and educators around the region. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition, and stress/burnout. In Guam, 301 completed teacher surveys and 16 school administrator surveys were returned. Absenteeism among teachers and administrators does not appear to be a problem. Nearly 20 percent of all teachers surveyed agreed that they might leave within the next 2 years. Top reasons given include no support, low salaries and poor working conditions. Seventy-five percent of school administrators agreed they might leave, citing personal health problems and stress as reasons. The data collected in the study reveal the extent of these problems and shed some light on possible contributing factors. Appendixes contain teacher and administrator questionnaires. (Contains 17 references.) (DFR)

ED 442 184 EA 030 430

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: Yap State, Federated States of Micronesia. Research Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 35p.; For similar study on Chuuk State, Guam, and Yap state, see EA 030 427; EA 030 428, and EA 030 429, respectively.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Ethnic Groups; Government Publications; *Job Satisfaction; *Labor Turnover; *Morale; Public Schools; Questionnaires; *Stress Variables; *Teacher Attitudes; Teacher Burnout
IDENTIFIERS- *Federated States of Micronesia (Yap)

Pacific Resources for Education and Learning (PREL) works closely with 10 American-affiliated Pacific entities: (1) American Samoa; (2) the Commonwealth of Northern Mariana Islands; (3) the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap); (4) Guam; (5) Hawaii; (6) the Republic of the Marshall Islands; and (7) the Republic of Palau. The survey raises awareness of the risk factors affecting educators in the Pacific entities served by PREL and provides insight necessary to redress the concerns of students, policymakers and

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Family Characteristics; Family Income; *Institutional Characteristics; National Surveys; *Parent Background; Parent Education; Private Schools; Public Schools; Racial Factors; *School Choice; Tables (Data)

Based on a national data set, a study investigated the factors that influence parents' decision to choose schools for their children. The data for the study were extracted from the public-release data file from the School Safety and Discipline (SS&D) component of the 1993 National Household Education Survey. Parents with children in 3rd through 12th grades from the 50 States and the District of Columbia were interviewed. The total number of completed SS&D interviews was 12,680. From this data, parents' choices were grouped into the following categories: (1) assigned school (public school district assigns the neighborhood school to the residents); (2) chosen school (there are two situations in chosen school: first, parents choose the public school that is not located in their neighborhood; second, parents like the specific public school district so they live in this area in order for their children to attend this neighborhood school); (3) private school (parents choose to send their children to a private school where the parents have to pay tuition for their children.) Among 12,680 parents, 10,017 chose assigned school, 1,382 parents chose chosen school, and 1,281 parents chose private school. Parents' education level and family income do affect parents' position on school choice. White parents with higher education and income levels are more likely to choose private school, while black parents with higher education level and lower family income are more likely to exercise their choice within the public school system. Parents who look for quality indicators such as small school size, homogeneous ethnicity, and safer schools have the propensity to choose private schools. Parents who look for quality factors such as proximity, median school size, and safe schools have the tendency to choose assigned schools. (Contains 19 references.) (MLF)

ED 442 205 EA 030 492

Anfara, Vincent A.; Brown, Kathleen M.; Mills, Rebecca; Hartman, Kimberly; Mahar, Robert J.
Middle Level Leadership for the 21st Century: Principals' Views on Essential Skills and Knowledge; Implications for Successful Preparation.
PUB DATE- 00
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Education; *Administrator Effectiveness; Administrator Role; Educational Administration; Job Satisfaction; *Leadership Qualities; *Middle Schools; Occupational Information; *Principals; Professional Development; Student Centered Curriculum

Middle-level principals are essential to current school reform initiatives. A study was undertaken to report what the respondents identified as the essential performance-based solutions. The paper notes system boundaries and conflicts that define the specialist's role and identifies defining principles such as separating housing and support and encouraging family investment. It stresses the use of a "least difference" strategy that utilizes a decision-making process as similar as possible to that of any other individual selecting housing. Emphasis is also on generation of local patterns of success. The paper reports on results such as provision of assistance with individualized housing solutions to 177 households over a 3-year period. (DB)

ED 442 224 EC 307 860

Shoultz, Bonnie; Walker, Pam; Hulgin, Kathy; Bogdan, Bob; Taylor, Steve; Moseley, Charles
Closing Brandon Training School: A Vermont Story.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 56p.; "Supported in part by the National Resource Center on Supported Living and Choice and the National Resource Center on Community Integration."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Cooperation; *Deinstitutionalization (of Disabled); Developmental Disabilities; Elementary Secondary Education; Institutional Research; Interviews; *Mental Retardation; *Program Termination; *Residential Schools; *School Closing; School Community Relationship; State Programs

This report describes the closure process for Brandon Training School, Vermont's only public institution for people with mental retardation and developmental disabilities, until it was closed in 1993. The report was developed through a review of documents and interviews with state administrators, local program directors and staff members, former Brandon employees, members of the Brandon town community, former residents and parents, advocates, attorneys, university researchers, and others. Topics discussed include what Brandon was like, origins of the idea of closure in the mid-1970s, issues for the advocacy community, beginning the closure process through development of a "Unification Plan," the role of the Division of Mental Retardation, the role of community providers, service development, building an infrastructure, moving toward individualized services, creating safeguards, challenges for the community service system, labor and economic issues for the Brandon community, physical plant issues, and social impact. A concluding section summarizes 10 key factors related to closure. These include recognition of shared values and common vision, responsiveness of administrators, and collaboration among community service providers. (Contains 14 references.) (DB)

ED 442 225 EC 307 861

O'Brien, Connie Lyle; O'Brien, John
My House Is Covered with Papers! Reflections on a Generation of Active Citizenship. Community Supported Living Series.
SPONS. AGENCY- Minnesota Univ., Minneapolis. Inst. on Community Integration.; Minnesota Univ., Minneapolis. Research and Training Center on Community Living.; Administration on Developmental Disabilities (DHHS), Washington, DC.; National

outlined, and adaptations for activities are provided. Chapter 3 describes 12 simulations for creating disability awareness. Chapters 4-10 each provide information on specific types of disabilities, including learning disabilities, communication disorders, mental retardation, behavior disorders, hearing impairments, visual impairments, and physical and health impairments. Chapters discuss myths and stereotypes, characteristics, and specific adaptations, and include a list of famous people with the targeted disability. An appendix includes an overview of federal disability laws and resource information. (Contains 18 references.) (CR)

ED 442 244 EC 307 882

Sage, Daniel D., Ed.
INCLUSION in Secondary Schools: Bold Initiatives Challenging Change.
PUB DATE- 97
NOTE- 265p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Disabilities; Educational Change; *Educational Innovation; *Inclusive Schools; Personal Narratives; Rural Schools; Secondary Education; *Teacher Attitudes; *Teaching Methods; Urban Schools

This book is a collection of stories from secondary school educators who have included students with disabilities in their classrooms. It profiles inclusive school systems in urban, suburban, and rural communities across the nation, and describes strategies teachers have used to successfully include all students. Specific chapters include: (1) "Introduction" (Daniel D. Sage); (2) "Including All Students in High School: The Story of Souhegan High School, Amherst, New Hampshire" (Cheryl M. Jorgensen); (3) "Developing a Community of Learners at Whittier High School" (Mary A. Falvey and others); (4) "The Grand Avenue Middle School Story: A New American School in Milwaukee, Wisconsin" (Mary Ann Fitzgerald and others); (5) "Making Community in an Inner City High School: Towards the Merging of High School Restructuring and Inclusion Agendas" (Diana Oxley); (6) "Creating Partnerships, One Relationship at a Time: Systems Change at Churchville-Chili" (Barbara Deane); (7) "Starship: The View from Here" (Michele Paetow and others); (8) "The Process of Change in Two Small Systems: A Story of Inclusion in Vermont" (Jonathan McIntire and Robert DiFerdinando); (9) "Working toward Inclusive Secondary Schools: Guidelines for Developing a Building-Based Process To Create Change" (Linda Davern and others); and (10) "Conclusions (Daniel D. Sage). (Chapters include references.) (CR)

ED 442 245 EC 307 883

Tindal, Gerald; Fuchs, Lynn
A Summary of Research on Test Changes: An Empirical Basis for Defining Accommodations.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

that can be considered, the value of flexible spaces for outdoor learning, and resources for those interested in outdoor learning environments. Also explored are environmental education's physical impact on school grounds, considerations during school site development when outdoor education is to be included, and existing school site redesign for outdoor education. (Contains 20 references.) (GR)

ED 442 267 EF 005 758

Brenner, William A.
A Principal's Guide to On-Site School Construction.
PUB DATE- 00
NOTE- 6p.; Published in part on an unpublished manuscript written for the National Clearinghouse for Educational Facilities by Glen Earthman and Brad Drager.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperative Planning; Elementary Secondary Education; Guidelines; *Planning; Principals; *School Construction

This publication explores the things school principals should know when construction takes place in or near the school building while school is in session. It covers pre-construction preparation, including how to work with architects/engineers and other school staff, and actions to take during construction, including proper information dissemination and safe guarding students and property. Finally explored are after construction actions, including custodial/maintenance staff training, and post-occupancy evaluations. (Contains 10 references.) (GR)

ED 442 268 EF 005 760

Hayden, Jeffrey
Children in America's Schools with Bill Moyers. Videotape .
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, DC.; Ford Foundation, New York, NY.; Newman's Own, Inc.
PUB DATE- 98
NOTE- 0p.; "A Viewer's Guide to Action" written by Andrea LoPiccolo. A co-production of the Saint/Hayden Company. Funding also received from the Mutual Insurance Company, French American Charitable Trust, Oak Foundation, Streisand Foundation, CAP Advisors Ers. Ltd., The Pincus Family Fund, Mr. Joe Cullman, and Ms. Florence Sanford.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Educational Environment; *Educational Equity (Finance); *Educational Facilities Improvement; Elementary Secondary Education; Financial Needs; Financial Support; *Public Schools; *School District Wealth; Videotape Recordings
IDENTIFIERS- *Learning Environment; Ohio

A 2-hour videotape presentation explores the crisis in school building quality in the United States as illustrated by public schools found in Ohio; the challenges dilapidated school facilities impose on child health, safety, and the physical

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Community Coordination; *Community Organizations; Elementary Secondary Education; *English (Second Language); *High Risk Students; Immigrants; *Language Minorities; Limited English Speaking; Partnerships in Education; *School Community Relationship; Second Language Instruction; Second Language Learning

Language minority students, including immigrants and their American-born children, may have to contend with a mismatch between the language and the culture of their schools and those of their homes and communities. To broaden the base of support for these students and to help address their academic needs appropriately, some schools have been partnering with community-based organizations (CBOs). This report outlines findings from a study of school/CBO partnerships that promote the academic achievement of language minority students. It describes the type of CBOs that partner with schools, the ways the partners work together, and the work they do. Crucial elements of program success are discussed, as well as the challenges that partnerships may face. The following recommendations for developing effective partnerships came from partnerships described in this report. Partnership recommendations include assuring that potential partners are fully committed to the partnership and maintaining communication among partners. Program recommendations are threefold: ensure strong leadership at the program level; start small and build up carefully; and be on the look out for new opportunities. Finally, two important dimensions of successful partnerships deserve more scrutiny: the contributions of staff members who share the clients background, and the effects of partnership and program plasticity and the need to find the right balance between consistency and flexibility. (Contains 13 references.) (Author/KFT)

ED 442 287 FL 026 292

Our World, Our Future: Bilingual Activities on Population and the Environment = Nuestro Mundo, Nuestro Futuro: Actividades Bilingues Acerca de la Poblacion y el Medio Ambiente.
SPONS. AGENCY- Geraldine R. Dodge Foundation, Morristown, NJ.; William and Flora Hewlett Foundation, Palo Alto, CA.; David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 00
NOTE- 49p.; Also supported by the Fred H. Bixby Foundation, the Huber Foundation, and the Winslow Foundation.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Bilingual Education; *Class Activities; Conservation (Environment); Demography; Elementary Secondary Education; English; *Environmental Education; Partnerships in Education; *Population Education; Second Language Instruction; Second Language Learning; Spanish
IDENTIFIERS- Zero Population Growth

This bilingual activity guide helps to develop students' understandings of the interdependence of people and the environment. Interdisciplinary resources are provided featuring environmental education lessons with applications to the social studies, science, math, and family life education curricula. It

ED 442 307 FL 801 382

Nash, Andy, Ed.
Civic Participation and Community Action Sourcebook: A Resource for Adult Educators.
SPONS. AGENCY- Lincoln and Therese Filene Foundation, Inc., Boston, MA.
PUB DATE- 99
NOTE- 212p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Activism; Adult Education; Bilingual Education Programs; Change Strategies; Citizenship; *English (Second Language); Limited English Speaking; Political Issues; Refugees; Second Language Instruction; Second Language Learning; *Social Action

This guide is a combination of very up-to-date English-as-a-Foreign-Language (EFL) standards and curricula text and a radical, community organization and action guidebook. The guide's aim is to help people learn English so that they can participate actively in American democracy and to assert their rights and extract a larger share of power and resources from government and society as a whole. The book asserts that one of the primary purposes, historically, of adult education has been to prepare people for participation in a democracy. This might include English and civics lessons for newcomers who wanted citizenship, or literacy for emancipated slaves who faced literacy requirements erected to keep them from voting. In these situations, the vote has represented a powerful symbol of liberation and inclusion. An argument is made for more direct forms of political action and participation than voting. The ultimate aim is to present a range of tools that can help readers examine their own beliefs about community, citizenship, and democracy, to identify and analyze issues that concern them, and build skills and strategies to take informed action--in brief, to become an agent rather than a recipient of change. The book is divided into five sections: "Finding Connections to Communities and Issues"; "Holding Decision-Makers Accountable"; "Building a Community By Helping Others"; "Expressing Ourselves and Educating Others"; and "Organizing for Change." Extensive resources and references, print and Internet, and nine appendices are provided. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 442 308 FL 801 383

Shewcraft, Dianne F.; Witkop, Eileen L.
Do My ESOL Students Have Learning Disabilities? A Practical Manual for ESOL Instructors Concerned about Learning Disabilities and the ESOL Learner.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Community Education and Adult Services.
PUB DATE- 98
NOTE- 78p.; This notebook is a product of Young Adults with Learning Disabilities Project (YALD), Pittsfield Public Schools Adult Learning Center, Hampden County Sheriff's Department and Correctional Center, and the Learning Connection.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

*Public Policy; School Support; State Universities; Trustees
IDENTIFIERS- Association of Governing Boards of Univs and Colls

This paper reviews public policy concerns that affect college and university foundations. Such foundations, originally designed to provide a margin of excellence for their host institutions, have today evolved into aggressive fund raisers that support day-to-day operations. The document reviews some of the historical context (cuts in state appropriations, decentralization of federal educational policy) in which these changes are taking place, reviews recent relevant legal, regulatory, and legislative actions, and offers guidelines to foundation boards on how to stay out of trouble. The paper notes that recent public policy affecting university-related foundations points in the direction of greater public disclosure of foundation records. (CH)

ED 442 328 HE 032 900

Papanastasiou, Elena C.
A Comparative Study of the Factors That Have Influenced Students at the Pennsylvania State University and at the University of Cyprus To Major in Elementary Education.
PUB DATE- 96
NOTE- 50p.; Baccalaureate in Elementary Education Thesis, Pennsylvania State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Choice; *Education Majors; *Elementary Education; Foreign Countries; Higher Education; *Preservice Teacher Education; Questionnaires; Statistical Analysis; Student Attitudes; Student Characteristics; Student Motivation; Student Surveys; *Teacher Education
IDENTIFIERS- *Pennsylvania State University; *University of Cyprus

This study sought to identify factors that motivated students at Pennsylvania State University and the University of Cyprus to major in elementary education and to compare the high school scholastic ability of these two groups of students. Questionnaires were completed by 157 randomly selected male and female Pennsylvania State University and 176 University of Cyprus students. Students were asked 22 questions that measured intrinsic factors related to why they had chosen to major in elementary education; four questions asked for demographic information. Statistical analysis of the data revealed major differences between the two groups of students. American students were more influenced by intrinsic factors such as love of teaching and love of students, while University of Cyprus students were more influenced by extrinsic factors such as guaranteed teaching positions, salary, and fringe benefits. There was also a clear difference in grade point average, with the Cypriot students scoring higher than the American students; this difference was consistent with the higher admissions standards in Cyprus. Copies of the questionnaire (in English and in Greek) are appended. (Contains 23 references.) (CH)

ED 442 329 HE 032 901

DeJong, William; Davidson, Laurie
Building Long-Term Support for Alcohol and Other Drug Prevention Programs.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 17p.; First published in 1995 as "Institutionalizing

Vice Chair of the Board of Trustees; Term and Responsibilities of the Secretary; Term and Responsibilities of the Treasurer; Term, Authority, and Responsibilities of the President of the University; Terms, Authority, and Responsibilities of the Vice Presidents; Meetings; Action Without a Formal Meeting; Committees; Composition, Purposes, and Responsibilities of the Executive Committee; Composition, Purposes, and Responsibilities of the Committee on Trusteeship; Indemnification; Conflict of Interest; and Review and Amendment of Bylaws. (RH)

ED 442 349 HE 032 923

Schrum, Jake B., Ed.
A Board's Guide to Comprehensive Campaigns.
PUB DATE- 00
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Board Administrator Relationship; College Administration; College Governing Councils; *Donors; Educational Finance; Endowment Funds; Financial Needs; *Fund Raising; *Governance; *Governing Boards; Higher Education; Institutional Administration; *Private Financial Support; *Trustees

This guide examines the scope and structure of college and university comprehensive fund-raising campaigns. It focuses on the responsibilities of boards and trustees in planning, overseeing, and actively participating in such campaigns, which are defined as institutional fund-raising initiatives which take place over a predetermined time period, usually 5 to 7 years. Following a foreword by Richard T. Ingram and an introduction by Jake B. Schrum, the eleven chapters include: (1) "Building the Case for a Comprehensive Campaign" (Marion B. Peavey); (2) "Assessing Institutional Readiness" (Vance T. Peterson); (3) "Planning for a Comprehensive Campaign" (Richard B. Eason); (4) "Comprehensive Campaign Structure and Budget: Before, During, and After" (Jake B. Schrum); (5) "Achieving Trustee Ownership" (Philip G. Mazzara); (6) "Selecting and Using Professional Consultants" (Frederic C. Nahm); (7) "Trustees as Fund-Raisers" (Susan B. Green); (8) "Ensuring Campaign Integrity and Accountability" (Catherine Dunn); (9) "The Relationship Between Public Institution Governing Boards and Their Foundations During a Comprehensive Campaign" (Curtis R. Simic); (10) "Conclusion" n(Jake B. Schrum); and (11) "Afterword: Hints for a Successful Comprehensive Fund-Raising Campaign" (Jake B. Schrum). Two appendixes by Holly Madsen include: "The AGB Comprehensive Campaign Survey of Independent Colleges and Universities" and "The AGB Comprehensive Campaign Survey of Public Colleges and Universities." (RH)

ED 442 350 HE 032 924

Neely, Paul; McPherson, Michael S.; Schapiro, Morton Owen
Fundamental Challenges for Liberal Arts Colleges. AGB Occasional Paper No. 38.
PUB DATE- 00
NOTE- 33p.; Reprinted with permission of "Daedalus," Journal of the American Academy of the Arts and Sciences, Winter 1999, Vol. 128, No. 1.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for business administration and management faculty at 217 public and 281 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $66,531 for 3,108 business administration and management faculty in public institutions was 15.9 percent higher and the average salary of $66,774 for 2,435 faculty in private institutions was 22.1 percent higher than the average salary for all faculty in all major fields, and, respectively, 0.7 percent per year and 2.4 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 369 HE 032 959

Howe, Richard D.
Salary-Trend Study of Faculty in Business Management and Administrative Services for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration; *Business Administration Education; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; Managerial Occupations; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Administrative Services; *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for business management and administrative services faculty at 93 public and 65 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $75,506 for 1,557 business management and administrative services faculty in public institutions was 31.6 percent higher and the average salary of $66,497 for 644 faculty in private institutions was 21.5 percent higher than the average salary for all faculty in all major fields, and, respectively, 5.4 percent per year and 1.0 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and

and 1,613 faculty at 285 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $51,466 for foreign language and literatures faculty in public institutions and the average salary of $49,455 for faculty in private institutions were, respectively, 11.5 percent and 10.6 percent below the average salary for all faculty in all major fields. The average salary increase was, respectively, 1.1 percent per year and 0.7 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 388 HE 032 978

Howe, Richard D.
Salary-Trend Study of Faculty in General Teacher Education for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Preservice Teacher Education; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 and the trend year of 1999-2000. This portion of the study covers salary data for 1,227 general teacher education faculty at 88 public institutions and 437 faculty at 75 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $50,848 for general teacher education faculty in public institutions and the average salary of $44,103 for faculty in private institutions were, respectively, 12.9 percent and 24.1 percent below the average salary for all faculty in all major fields. The average salary increase was, respectively, 2.1 percent per year above and 0.5 percent per year below the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 389 HE 032 979

salary data for psychology faculty at 280 public institutions and 348 private institutions. The study found that for the 1999-2000 period the average salary of $57,619 for 4,084 psychology, general faculty in public institutions and $53,491 for 2,169 psychology, general faculty in private institutions were, respectively, 0.4 percent higher and 2.3 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 1.5 percent per year and 1.2 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 407 HE 032 997

Howe, Richard D.
Salary-Trend Study of Faculty in Public Health for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Public Health; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for public health faculty at 54 public institutions and 11 private institutions. The study found that for the 1999-2000 period the average salary of $60,354 for 538 public health faculty in public institutions and $85,896 for 269 public health faculty in private institutions were, respectively, 5.2 percent and 57.0 percent higher than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 3.4 percent per year, and 16.0 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 408 HE 032 998

Howe, Richard D.
Salary-Trend Study of Faculty in Reading Teacher Education for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00

be developed that would give the institutions the power to take prompt corrective measures when faculty performance was less than satisfactory. The Board of Regents wanted a process that included an external reviewer and that had common principles for the whole system. After consensus was reached on the new policy, leaders at Arizona State University were faced with the challenge of selling the post-tenure review process to the faculty. Trust between administration and faculty was a key element in forging the policy that was approved by the faculty. The plan that was developed preserved the concept of academic freedom, recognized the importance of tenure to the institutions and faculty, built on the existing system of annual performance review, and was not punitive, but a process that enabled faculty to overcome identified deficiencies. (RH)

ED 442 427   HE 033 025

Wegner, Gregory R.
South Dakota Board of Regents Institutions. Policy Exemplars.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 00
NOTE- 14p.; Published as a companion to "Policy Perspectives."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Change Strategies; Educational Change; *Educational Finance; *Educational Planning; Educational Policy; Educational Quality; Enrollment Management; Government School Relationship; Higher Education; *Institutional Cooperation; Performance Based Assessment; Politics of Education; Public Support; State Boards of Education; *State Government; *State Standards; State Universities
IDENTIFIERS- *South Dakota

This report describes the efforts of South Dakota's six public universities to increase their quality, accountability, and efficiency. Through the initiatives of the South Dakota Board of Regents, which is the governing authority, they have moved from a system that funds institutions by enrollment to one that provides base funding with incentives for performance. The universities undertook a program to eliminate under-enrolled classes and reinvest the savings in faculty development and technology. A new series of councils links the research and teaching activities of the six faculties. The institutions' progress in working together more effectively addressed concerns of the state's elected officials and business leaders, who felt that the institutions were inefficient and incapable of change. Under mandate from the Board of Regents, they also began to recast their separate general education requirements around a coherent set of learning goals that students would be expected to achieve at any of the six universities. The number of general education courses was reduced from 520 to 130 across the system, and students are required to complete general education requirements in foundation-level courses in their first 2 years. Listed at the end of the report are learning goals, major initiatives, interviewees, and institutional statistics. (RH)

ED 442 428   HE 033 026

Fincher, Cameron
The Consolation of Scholarship. IHE Perspectives.
PUB DATE- 99

examines informal and formal mentoring; concepts of sponsorship and mentorship and the influence of tenure; networking; coaching; mentoring relationships (of women and as related to race and ethnicity); and deans and mentoring. The study reports that while deans benefit from mentoring, regardless of race or gender, less than 50 percent receive mentoring support. It was found that the greatest obstacle to mentoring is that it is a predominantly voluntary, unrecognized, and unrewarded system that requires a great deal of initiative to begin and to maintain the relationship for both the mentee and the mentor. Five data tables are appended. (Contains approximately 38 references.) (CH)

ED 442 447 HE 033 045

Wolverton, Mimi; Gonzales, Mary Jo
Career Paths of Academic Deans.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Deans; Administrator Effectiveness; *Administrator Qualifications; Administrator Role; *College Administration; *Deans; Higher Education; *Leadership Qualities; Nurses; *Nursing Education; Private Colleges; School Administration; State Universities; Surveys
IDENTIFIERS- Washington State University

This paper examines various career paths leading to deanship and considers the implications of the findings for women and minorities who aspire to this position. The paper is part of a larger study of academic deanship conducted by the Center for Academic Leadership at Washington State University between October 1996 and January 1997. Data for the study were gathered by a questionnaire sent to 1,370 deans (response rate 60 percent) at 360 public and private institutions; 41 percent of the respondents were women. Sections of this report examine the general profile of female, male, and minority-status deans; of deans by institution type and by discipline; and significant differences between male and female deans, between minority and non-minority deans, and of deans by institution type and discipline. Findings indicate that women and minorities remain underrepresented in deanships; noting that female representation in this study is skewed because half of the respondents were deans of nursing colleges. It was also found that deans do not follow a set career trajectory, and that most groups of deans did not see their position as a natural stepping stone to the provost position (more than 25 percent planned to return to faculty positions). Eight data tables are appended. (Contains 24 references.) (CH)

ED 442 448 HE 033 046

Doyle, Susan K.; Edison, Marcia I.; Pascarella, Ernest T.
The Influence of Instructional Processes on Student Cognitive Development.
SPONS. AGENCY- National Center on Postsecondary Teaching, Learning, and Assessment, University Park, PA.; Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the American

work. Chapter 4, "Learning from Experience," draws seven case studies from selected Foyers and seven from other organizations working with disenchanted young people. These keys to tackling problems are discussed: time and care, learner involvement, overcoming negative experiences, making it fun, motivation, support and staff, positive learning experiences, holistic approach, paying the bills, managing success, and making partnerships work. Case studies of 12 individuals are included, and a brief resume of each project is found at the end of the chapter. Chapter 5, "Joined-Up Learning," lists key learning points and recommends action to address the issue. (YLB)

ED 441 958   CE 080 229

Drodge, Stephen
The First Phase of the English Regional Development Agencies' Skills Work: A Report on a Small-Scale Research Project.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Developed Nations; *Economic Development; Foreign Countries; *Industry; *Job Skills; Labor Force Development; *Labor Needs; *Networks; *Regional Planning; Regional Programs
IDENTIFIERS- *England; Regional Development

A study of three Regional Development Agencies (RDAs) traced development of the skills element of their RES Regional Economic Strategy and their progress toward an action plan for skills to implement their strategic objectives. The process involved creating a forum on skills; producing a consultation draft skills strategy; and producing a final strategy for skills. Each RDA inherited work and people from predecessor organizations, with existing partnerships of varying strength and effectiveness. Region 1 inherited a network of all appropriate regional partners and an almost completed assemblage and interpretation of regional skills data. Region 2 had not advanced as far, but had conducted a labor market survey and begun to process data and draft the strategy. Region 3 was ahead in general skills and labor market data but had not developed a robust regional skills network. In the next phase, RDA 1 worked with the pre-existing regional skills task group to establish general priorities for the draft strategy. RDA 2 established its own new consultation on priorities. RDA 3 established a group on skills and knowledge in conjunction with regional interests and prepared a draft skills strategy. The RDAs published consultation draft strategies, then engaged in a further consultation exercise. Work continued on skills action plans. The initial position of most partners in relation to the skills responsibilities of the RDAs was one of slightly skeptical good will. (YLB)

ED 441 959   CE 080 230

Mace, Jackie, Ed.
Learning and Skills: Opportunities or Threats for Disabled Learners? FEDA Responds.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; *Adult Literacy; Educational Opportunities; English (Second Language); Federal Legislation; *High School Equivalency Programs; Job Training; *Literacy Education; Program Development; Regional Planning; Staff Development; State Programs; Statewide Planning
IDENTIFIERS- General Educational Development Tests; Southern Regional Education Board; Workforce Investment Act 1998

The percentage of adults with high school diplomas is higher today than 10 years ago in every Southern Regional Education Board (SREB) state, but most SREB states will not reach the goal of 90 percent of all adults with high school diplomas or equivalent by 2000. The change is the result of state and local efforts to identify and attract more adults into programs that prepare them for General Educational Development (GED) tests and support program development. A serious challenge to the goal is that many adults without diplomas lack the basic skills expected when students enter high school. The following three types of state-administered programs prepare adults for GED tests: adult basic education, adult secondary education, and English as a second language. The Workforce Investment Act consolidates more than 50 federally funded employment-training and literacy programs into these three block grants for states: adult education and family literacy, disadvantaged youth, and adult employment and training. To improve adult education and literacy, states can use technology to provide staff development and training; use educational television and the Internet to deliver programs and courses; develop community-based efforts to coordinate educational services for adults; provide incentives to attract adults to programs; encourage partnerships; and focus on building literacy skills for parents and their children. (YLB)

ED 441 978   CE 080 266

Schochet, Peter Z.; Burghardt, John; Glazerman, Steven
National Job Corps Study: The Short-Term Impacts of Job Corps on Participants' Employment and Related Outcomes. Final Report. Report and Evaluation Report Series 00-A.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 00
NOTE- 419p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disadvantaged Youth; Educational Certificates; Employment Patterns; *Employment Potential; *Employment Programs; High School Equivalency Programs; Job Placement; *National Programs; Postsecondary Education; Secondary Education; Student Certification; *Vocational Education; *Youth Programs
IDENTIFIERS- *Job Corps

A national study estimated the short-term impacts of Job Corps (JC) on participants' employment and related outcomes during the 30 months after random assignment. Results for the short-term impact analysis were based on a comparison of eligible program participants randomly assigned to a program group (n=9,409) or a control group (n=5,977) that did not participate in JC. The analysis relied primarily on interview data.

models for the shaping of standards in vocational education (examination model, occupation model, modular model, and combination occupation model and modular model), and evaluates them. Section 5 suggests the types of experts who should be involved in standard development (team creation), and section 6 sets forth a procedure for the elaboration of occupational standards. Section 7 contains information on implementation, evaluation, and compliance with standards. The final section provides four examples of standard development in vocational training in the Czech Republic, Slovenia, Latvia, and Ukraine. (KC)

ED 441 995 CE 080 285

Laur-Ernst, Ute; Kunzmann, Margaret; Hoene, Bernd
Development of Standards in Vocational Education and Training: Specification, Experience, Examples, July 1999 (Reprinted with Updates 2000). Manual. Volume 2. Qualifications and Training Methods.
SPONS. AGENCY- European Training Foundation, Turin (Italy).
PUB DATE- 00
NOTE- 98p.; For volume 1, see CE 080 284.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Programs; *Curriculum Development; *Developed Nations; *Developing Nations; Foreign Countries; Government School Relationship; Labor Force Development; Material Development; Postsecondary Education; Secondary Education; *Standards; *Vocational Education
IDENTIFIERS- France; Germany; Netherlands; United Kingdom

An extension of the 1999 Manual, "Development of Standards in Vocational Education and Training," this second volume presents the key terms and attitudes, reports on experience and knowledge in standards development collected in recent years on the basis of questions raised during the process, and suggests how to deal with the problems encountered. A large part of this second volume is taken up with contributions from four Member States of the European Union: France, Germany, the Netherlands, and the United Kingdom, outlining the development of standards in vocational training in their countries. Part 4, "Development of Vocational Standards in Western Europe," has the authors: Annie Bouder and Jean-Louis Kirsch, who represent France; Hermann Schmidt, who represents Germany; Ties Pauwels and Anneke Westerhuis, who represent the Netherlands; and Bob Mansfield, who represents the United Kingdom. This manual focuses on specifications for qualification standards, competence, curriculum, modularization, and modules. It also highlights experience and recommendations from the countries studied as well as discusses these three models: outcome-based, occupation, and modular. In addition, the manual includes discussions on the following: (1) the orientation of vocational education towards the needs of industry and the labor marker; (2) the need for personal as well as occupational development; and (3) cooperation between the state and the social partners in the planning and implementation of vocational education and training. Twenty-four references and a glossary of terms are included. (KC)

ED 441 996 CE 080 286

NOTE- 212p.; The diskette of the appendices is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; College Programs; Comparative Analysis; *Education Work Relationship; Educational Attainment; Employed Women; Employment Level; Employment Patterns; Employment Qualifications; Equal Education; Focus Groups; Foreign Countries; Graduate Surveys; *Graduates; Income; Learning Activities; National Surveys; Nontraditional Occupations; Occupations; *Outcomes of Education; Postsecondary Education; *Salary Wage Differentials; *Sex Differences; Sex Fairness; Tables (Data); Technical Institutes; Unemployment; *Vocational Education; Womens Education
IDENTIFIERS- *TAFE (Australia)

Differences in the earnings of male and female graduates of technical and further education (TAFE) programs in Australia were examined in a study that focused primarily on graduates working full-time. Data were collected from the 1997 Graduate Destination Survey and from a series of focus groups and interviews with women TAFE graduates working in nontraditional occupations. The following were among the study's major findings: (1) female TAFE graduates working full time earned approximately 84% of what their male counterparts earned; (2) female graduates experienced higher unemployment rates and were less likely to attain full-time employment; and (3) the income disparity could not be explained by differences in qualifications earned by the graduates. (Forty-six tables/figures are included. The following items are included in the document's seven appendixes, which are also provided on disk: occupational analysis containing 28 tables/figures; table detailing average weekly earnings from 1997; technical note on differences in full-time hours worked; table of 1996 census data detailing full-time employed individuals in Australia by level of attainment and sex; table detailing level of qualification by field of study by sex and industry of employment; and focus group discussion guide used in stage 2 of the Graduate Earnings Project.) (MN)

ED 442 014 CE 080 323

The Curriculum Guide: The Conceptual Framework for Further Education.
PUB DATE- 00
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Case Studies; *Continuing Education; *Course Content; *Curriculum; *Curriculum Development; Developed Nations; *Educational Planning; Foreign Countries; Instructional Materials; Postsecondary Education; *Teaching Methods; Vocational Education
IDENTIFIERS- *Australia

Written for managers and teachers working in further education (especially in Australia), this guide was designed to accompany "Transforming Lives, Transforming Communities: A Conceptual Framework for Further Education" and explains what the conceptual framework for further education is (although it does

ED 442 035 CG 030 074

South Dakota Youth Risk Behavior Survey Report, 1999.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- 99
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Patterns; Drinking; *Drug Use; Eating Habits; Exercise; *High Risk Students; *High School Students; High Schools; Illegal Drug Use; Injuries; *Risk; *Sexuality; Student Surveys; Tobacco
IDENTIFIERS- *South Dakota

The Youth Risk Behavior Survey was cooperatively developed by Centers for Disease Control and state and local departments of health to assess six health risk behaviors of adolescents that result in the greatest number of morbidity, mortality, and social problems. All public, private, and Bureau of Indian Affairs schools in South Dakota, containing students in grades 9 through 12, were eligible to be selected for inclusion in the survey. Questionnaires were completed by 1,674 students, 49% of whom were females, and 90% were white. The survey assessed the following behaviors: intentional and unintentional injuries; tobacco use; alcohol and other drug use; sexual behaviors that result in HIV infection, other sexually transmitted diseases, and unintended pregnancy; dietary behaviors; and physical activity. Questioning these behaviors was significant since 72% of all deaths in this age group can be attributed to one of the behaviors. The report provides information pertaining to these behaviors, along with bar graphs reflecting the percentage of times youth participated in the behaviors. Following a summary, questions are considered separately. A breakdown of responses is provided for each grade level. Summary of results from previous survey years (1993, 1995, 1997) are included. (Contains 59 references.) (JDM)

ED 442 036 CG 030 076

Fulkerson, Jayne A.; Harrison, Patricia A.; Hedger, Scott A.
Juvenile Correctional Facilities. 1998 Minnesota Student Survey.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Treatment.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Comparative Analysis; *Correctional Institutions; Delinquency; Delinquent Rehabilitation; *Emotional Problems; *Family Involvement; Public Schools; Recidivism; Secondary Education; Sexual Abuse; Student Surveys; Substance Abuse; Tables (Data); *Youth Problems
IDENTIFIERS- *Minnesota

This document reports on a voluntary survey designed to compare responses of adolescents in corrections with adolescents in public schools in 1998. Findings are highlighted in sections

IDENTIFIERS- *Access to Computers; *Online Counseling
As helping professions enter the 21st century and nascent network technologies realize their full potential as therapeutic and educational modalities, it is an ethical and moral imperative that the digital divide be bridged. It is important that those in counseling and related fields take active steps to ensure that cybercounseling is available to all clients regardless of their social or economic status. The following four guidelines focus on this goal. First, counselors should conduct an audit of their community, assess where the digital divide exists, and investigate who has limited or no computer access. Then, counselors should form consultative relationships with key players in their community who could partner with each other to make technology hardware and software available to those with limited access. When necessary and appropriate, counselors should help clients develop competencies necessary to take advantage of cybercounseling. Finally, counselors should advocate at all levels of government to raise awareness and increase legislative involvement to ensure that crucial network technology is available to all. The issues of access and privilege that have traditionally divided the client populations into the "haves" and the "have nots" must not be allowed to stifle the vast clinical and educational potential of network technology. All people who seek help, regardless of their demographic realities, should be able to find the on-ramp to the information superhighway. (Contains 10 references.) (MKA)

ED 442 055 CG 030 199

Gary, Juneau Mahan; Remolino, Linda
Coping with Loss and Grief through On-Line Support Groups.
PUB DATE- 00
NOTE- 20p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Coping; *Grief; Internet; *Social Support Groups
IDENTIFIERS- *Chat Rooms; Online Counseling
On-line support groups provide an alternative to traditional support groups by linking grieving people who seek support, especially if support is not available in their local community. Furthermore, these groups can reduce the sense of isolation caused by geographical or physical/medical constraints and increase feelings of validations. Although preliminary research suggests positive effects, on-line support groups are not appropriate for everyone and should not be considered a panacea. This chapter examines the grief and healing process. It discusses the on-line support groups available to ease the grieving and healing process. Then one such support group is examined. Discussions of the ability to provide immediate responses to traumatic events as well as other benefits and limitations of on-line support groups conclude this chapter. (Contains 19 references.) (MKA)

ED 442 056 CG 030 200

Refvem, Joanna; Plante, Jean C.; Osborne, W. Larry
Interactive Career Counseling in Middle and Secondary Schools: Integrating the Use of the Internet into School Career Development Programs.
PUB DATE- 00

practices, reading behaviors, and constraints were summarized for each student, who was then classified as a reluctant reader or a reader. The readers were focused on the material and clear about their preferences and selections; they were intrinsically motivated. The eight reluctant readers read for less than 10 minutes out of the 20-minute reading session. Reluctant readers focused on the external locus of control. They were not ready to fulfill the model of SSR where the locus of control was on the student--they needed support. (Contains a 12-item bibliography.) (NKA)

ED 442 077 CS 013 972

Ediger, Marlow
Diagnosis in Reading, What Direction?
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basal Reading; Educational Trends; Elementary Education; Initial Teaching Alphabet; Phonics; Reading Achievement; *Reading Diagnosis; Remedial Reading

This paper discusses and recommends diagnosis and remediation procedures in teaching pupils in the area of reading. The first section of the paper addresses diagnostic emphasis in reading and discusses individualized reading, experience charts, and 5 recommendations for teaching phonics. The next section discusses basal readers, argues that good reading teachers need to use the basal reader in a satisfying way whereby all pupils achieve as optimally as possible and lists 10 achievement goals for teachers using basal readers. The paper then briefly describes traditional linguistic approaches in teaching reading as advocated by Leonard Bloomfield and Charles Fries. It also discusses the initial teaching alphabet and the use of rebus in basal reading series, where illustrations take the place of complex words that pupils usually could not identify. The paper concludes that diagnosis and remediation in reading are needed for pupils to make continuous and sequential progress. (RS)

ED 442 078 CS 013 973

Ediger, Marlow
Reading, Portfolios, and the Pupil.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Performance Based Assessment; *Portfolio Assessment; Student Evaluation

Students individually or in committees with teacher guidance need to develop a portfolio to indicate the quality of school work that has been accomplished. Student portfolios are a purposeful collection of work that illustrates the students' efforts, progress, and achievement in given areas. Portfolios provide ongoing and authentic records of student performance that enable: (1) students to reflect upon and articulate their own progress; (2) teachers to tailor instruction to the students' strengths and needs and to use the students' work as the basis for instructional planning; (3) parents to gain greater insight references, and 5 tables and a figure of data.) (Author/RS)

ED 442 098 CS 217 087

Tompkins, Gail E.
Language Arts: Content and Teaching Strategies. Fourth Edition.
PUB DATE- 98
NOTE- 620p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Communication; Constructivism (Learning); Elementary Education; Emergent Literacy; Grammar; Handwriting; Journal Writing; *Language Arts; Listening Skills; Poetry; *Reading Instruction; *Reading Processes; Spelling; *Writing Instruction; *Writing Processes; Writing Workshops
IDENTIFIERS- *Reading Workshops

Reflecting a constructivist approach to teaching and learning, this book presents the content of the language arts curriculum and the most effective strategies for teaching this content. The processes of reading and writing provide the foundation for the three instructional approaches presented in the book: literature focus units, reading and writing workshops, and theme cycles. New to this edition are: a quilting motif as a way of looking at the six language arts (listening, talking, reading, writing, viewing, and visually representing); addition of the concept of visual literacy; a greater emphasis on strategies and skills, the role of reading processes, and the reasons behind teaching strategies; and a new chapter on "putting it all together." Chapters in the book are: (1) Learning and the Language Arts; (2) Teaching Language Arts; (3) The Reading and Writing Processes; (4) Emergent Literacy; (5) Looking Closely at Words; (6) Writing in Journals; (7) Listening To Learn; (8) Sustaining Talk in the Classroom; (9) Reading and Writing Stories; (10) Reading and Writing Information; (11) Reading and Writing Poetry; (12) Language Tools: Spelling, Handwriting, and Grammar; and (13) Putting It All Together. Contains approximately 800 references. Appendixes contain a list of award-winning books, and resources about authors and illustrators. (RS)

ED 442 099 CS 217 108

Vande Kopple, William J.
Dynamic and Synoptic Styles, Kinds of Semiotic Practices, and Learning To Write in the Disciplines.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Content Area Writing; Higher Education; *Language Styles; *Research Reports; Semiotics; *Technical Writing; Writing Instruction; Writing Research
IDENTIFIERS- Halliday (M A K); *Stylistics; *Writing Style

A researcher examined the numbers of relative clauses and the percentages of subordinate clauses that relative clauses comprise in two sets of research reports (one set from the period 1893-1901 and the other from 1980) about spectroscopy

ED 442 120 CS 217 168

Hendricks, William A.
Composition Teachers and the Labor Movement.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000). Part of a Roundtable Session on The Politics of Academic Labor in Composition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collective Bargaining; *Faculty College Relationship; *Faculty Organizations; Higher Education; *Labor Relations; *Labor Standards; *Unions; *Writing Teachers
IDENTIFIERS- Faculty Attitudes; Labor Organizers

Composition teachers should combine self-identification and direct political action by belonging to the labor movement and working collectively toward expanding its range and power and consequently their own. Previously, members of the composition faculty have been involved in the labor movement, but several obstacles may interfere with deeper commitment. Barriers include: (1) the perception of many teachers that identification with the labor movement carries the taint of self-interest; (2) little understanding of organized labor's 20th century successes, in particular the heightening of respect for the working class; and (3) the perceived status of the labor movement as common rather than academic. Benefits of supporting organized labor would include improvements in wages and working conditions, increased job satisfaction, a renewed sense of public agency, and a more promising field for a progressive public agenda. (EF)

ED 442 121 CS 217 169

Chaucer's Wife of Bath Lesson Plan .
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.
PUB DATE- 00
NOTE- 8p.; Also sponsored by the National Trust for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Characterization; Chronicles; *English Literature; Language Arts; Lesson Plans; *Medieval Literature; Middle English; *Poetry; Secondary Education; Sex Role
IDENTIFIERS- *Canterbury Tales; Response to Literature

This lesson introduces students to one of the most admired characterizations in Chaucer's "The Canterbury Tales," the Wife of Bath. Students read Chaucer's description of the Wife in the "General Prologue" to consider how he represents her, both as the poet of "The Canterbury Tales" and as a character in his own poem, then read the "Wife of Bath's Prologue," where he has her speak for herself, to gain additional perspective on her character. Next, students investigate some of the literary sources that Chaucer drew upon as he created this portrait of a

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Classroom Environment; *Emergent Literacy; *Instructional Effectiveness; Kindergarten; Kindergarten Children; Primary Education; *Reading Readiness; Reading Skills; *Writing Readiness; Writing Skills

This report describes an early intervention program to elicit emergent literacy skills in Potentially English Proficient kindergarten students. The school is located in a suburb of a large city near a naval base. The problem, lack of literacy readiness skills, was documented with a battery of tests given prior to entrance in kindergarten and the results of teacher and parent surveys. Analysis of probable cause indicated that there was a lack of literacy readiness skills in the Limited English Proficient population needed in order to start the formal academic kindergarten instruction. This was due to developmental factors, dysfunctional families, frequent exposure to fast paced stimuli (television), and limited exposure to pre-educational opportunities. Another factor is due to some parents not aware that literacy was a form of discourse that is developed from birth and is translated into the academic environment when the child starts school. A review of the solution of strategies suggested by other researchers, combined with an analysis of the test results, resulted in the development of age appropriate activities to foster an environment conducive to the development of literacy skills. The program included lessons involving emergent literacy activities and the use of the multiple intelligences. Post intervention data revealed an increase in emergent literacy behaviors due to a literacy environment that was conducive to the students' needs. This included mnemonics, field trips, exposure to many forms of printed materials, developmental play, and centers related to pre-literacy and literacy skills. (Contains 37 references and 10 tables of data. Appendixes contain pretest and posttest data.) (Author/RS)

ED 442 141 CS 217 194

Henning, Diane; Pickett, Anita
A Study of Improving Sight and Functional Vocabulary Development and Comprehension.
PUB DATE- 00
NOTE- 65p.; M.A. Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Functional Literacy; *Instructional Effectiveness; Middle Schools; Primary Education; *Reading Comprehension; Reading Improvement; Sight Vocabulary; *Vocabulary Development; *Vocabulary Skills

This report describes a program to increase sight/functional vocabulary to improve reading comprehension. The targeted population consisted of one 2nd-3rd grade and one 6th-8th grade cross-categorical self-contained class, located in an elementary school and a middle school. The schools were located in a northeast suburb of a major city in the Midwest. The problem of inadequate recognition of sight/functional vocabulary and its impact on comprehension was documented with parent, teacher, and student surveys, daily assignments, tests, and checklists. Analysis of probable cause data indicated that

PUB DATE- 96
NOTE- 10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Allegory; Audiences; Class Activities; Cultural Activities; Elementary Secondary Education; Symbols (Literary); *Theater Arts
IDENTIFIERS- *Drama in Education

This performance guide is designed for teachers to use with students before and after a performance of "The Book of Miracles," by David S. Craig and Robert Morgan. The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) What Happens in "The Book of Miracles?" (introducing the story, the cast, and some important vocabulary); (2) Forming Mental Images (with information about how women were forbidden to appear on stage at many times in theatre history, and with activities encouraging students to form mental images of characters and settings of the play); (3) Listen for These Lines (discussing the willing suspension of disbelief and other theatre conventions, and presenting certain lines from the play for discussion); (4) Building the Magic: Audience Collaboration (offering some tips on the audience's role in live theatre); (5) "The Book of Miracles": Allegory and Symbols (explaining allegory and symbol, and looking at what they might mean in this play); (6) After the Performance Activities (with suggested activities for after the performance); and (7) From Childhood to Adulthood (offering a discussion of how, in various cultures, children know when they are grown up). Resources for further exploration are listed. (SR)

ED 442 164 CS 510 353

Waterfall, Milde M.
"Children of the Sun" by N. Scott Momaday. Cue Sheet.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 14p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; *American Indian History; *American Indian Literature; Audiences; Cultural Activities; Elementary Secondary Education; Production Techniques; *Theater Arts
IDENTIFIERS- *Drama in Education; Kiowa (Tribe)

This performance guide is designed for teachers to use with students before and after a performance of "Children of the Sun," by N. Scott Momaday. The guide, called a "Cuesheet," is in the form of a Director's Notebook--a scrapbook/journal of clippings, memos, lists, illustrations, notes, and other items--to show students how a director finds and develops ideas to make a playwright's script come to life on stage. The Cuesheet contains 10 sheets for use in class, addressing: (1) The Kiowa (offering background information about the geography and history of the Kiowa, known as the children of the sun god); (2) The Story (presenting a summary of the play, which is based on sacred stories of the Kiowa); (3) Playwright and Composer (with biographies of each and a list of books or recordings by educators. This study identified risk factors affecting educators in Yap State. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition, and stress/burnout. In Yap, 189 teacher surveys and 26 administrator surveys were returned. Absenteeism among teachers and administrators appears to be a problem; they cited personal illness and funerals, educational leave, meetings and workshops as reasons. Among teachers, reasons for leaving teaching include low salaries and too many responsibilities. Reasons for school administrators to leave could not be determined from this analysis. The data collected in the study reveal the extent of these problems and shed some light on possible contributing factors. Appendixes contain teacher and administrator questionnaires. (Contains 17 references.) (DFR)

ED 442 185   EA 030 431

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: Pohnpei State, Federated States of Micronesia. Research and Development Cadre. Research Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 36p.; For other RAPSTA studies, see EA 030 432-435.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Ethnic Groups; Government Publications; *Job Satisfaction; *Labor Turnover; *Morale; Public Schools; Questionnaires; *Stress Variables; Teacher Burnout
IDENTIFIERS- *Federated States of Micronesia (Pohnpei)

Pacific Resources for Education and Learning (PREL) works with 10 American-affiliated Pacific entities: American Samoa, the Commonwealth of Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap), Guam, Hawaii, the Republic of the Marshall Islands, and the Republic of Palau. The main purpose of this survey was to raise awareness of the risk factors affecting educators in the Pacific entities and to provide insight necessary to redress the concerns of students, policymakers, and educators around the region. The study identified risk factors affecting educators in the Pohnpei State and other Pacific entities served by PREL. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition and stress burnout. In Pohnpei State, 179 teachers and 30 administrators returned surveys. Absenteeism among teachers and administrators is a problem. Personal illness, vacations, and funerals were cited as leading reasons for being absent. The data collected in the study reveal the extent of these problems and shed some light on possible contributing factors. Appendixes contain teacher and administrator questionnaires. (Contains 17 references.) (DFR)

ED 442 186   EA 030 432

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: American Samoa. Research and Development Cadre. Research Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98

skills and knowledge needed for middle-level leadership, and to assess and project the impact of these knowledge and skill areas on administrator preparation programs. These issues were examined by surveying and interviewing middle-level principals about personal characteristics, job roles and tasks, and professional beliefs related to middle schools and the middle-school philosophy. Data were collected using surveys and semistructured interviews. Initially, surveys were sent to 125 middle-level principals in Pennsylvania and New Jersey. Of these, 72 surveys were returned for data analysis. From the pool of survey respondents, 17 principals indicated that they were willing to be interviewed. An analysis of the qualitative data revealed that effective middle-level principals: (1) have a very positive outlook about their work, experience a high degree of job satisfaction, and view school problems as surmountable; (2) are more teacher-oriented; (3) are supportive of parent/community involvement in their schools; (4) have a high tolerance for ambiguity and uncertainty; and (5) are intentional in their efforts to assemble, develop, and maintain a staff of dedicated educators who want to be in a middle school. Additionally, the analysis revealed that formal education in educational administration appeared to have no bearing on middle-level principals' effectiveness, and that levels of participation in professional associations appeared to be unrelated to principal effectiveness. (Contains 43 references.) (MLF)

ED 442 206 EA 030 493

Elder, Jerry O.
Support for the Shared Leadership of Collaborative Action Teams through Training of Teams, Local Facilitators and Development of Resource Materials.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Community Involvement; *Cooperation; Educational Change; Elementary Secondary Education; Leadership; Parent Participation; *Partnerships in Education; *Strategic Planning; *Team Training; *Teamwork
IDENTIFIERS- *Facilitators; *Southwest Educational Development Laboratory

Shared leadership among members of a home, school, and community partnership is an idealistic goal that sounds good in theory but can be very difficult to achieve. Based on a review of the literature on issues in collaboration and applied research conducted by the Southwest Educational Development Laboratory, this paper examines the importance of establishing a clear planning process and the training of team members to collaborate. It also addresses the role of trained, local facilitators and the importance of resource materials to support team members as they work to share the leadership and responsibilities of bringing about change in school communities. (Contains 18 references.) (Author/MLF)

ED 442 207 EC 307 841

Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 35p.; Produced with Fran Bicknell, Sue Kendrick, Mary Murphy, Reg Olson, and Jayn Wittenmyer.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Agents; *Change Strategies; *Child Advocacy; *Citizen Participation; *Developmental Disabilities; Family Involvement; Lobbying; Mothers; *Parent Associations; Volunteers
IDENTIFIERS- Wisconsin

This booklet highlights some of the insights that five mothers of children with developmental disabilities have gained after a generation of working together to improve the lives of people with developmental disabilities in Wisconsin. It discusses civic activism, the critical importance of organized parent support, difficulties in collaborating with professionals, and social changes that affect the conditions for volunteer action. Lessons learned include: (1) parents with very different visions for their own sons and daughters can find common ground and work together for important changes; (2) victories can have unexpected consequences; (3) broader coalitions increase political clout, but once legislation is passed and appropriations are made, there will be many questions to settle about how the benefits are divided; (4) insiders in the system can and will be a help when common issues are discovered; (5) what took years to gain can be lost at the stroke of a pen; (6) ask for help and relinquish control when necessary in the interest of attaining what seems to be important; and (7) families need to be involved in finding solutions to problems, not only in identifying problems. (CR)

ED 442 226 EC 307 862

O'Brien, John
Community Engagement: A Necessary Condition for Self-Determination and Individual Funding.
SPONS. AGENCY- Minnesota Univ., Minneapolis. Research and Training Center on Community Living.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Minnesota Univ., Minneapolis. Inst. on Community Integration.
PUB DATE- 99
NOTE- 21p.; Paper based on a meeting of the Community Engagement Working Group (Pickering, Ontario, Canada, March 25, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accessibility (for Disabled); Adults; *Advocacy; Attitude Change; *Community Involvement; *Community Programs; *Community Support; Depleted Resources; *Disabilities; Financial Needs; *Independent Living; Models; Political Power; Resource Allocation

This report discusses the need to provide people with disabilities with accessible opportunities for community contribution and to provide the individualized supports and assistance necessary to enable their participation. Two strategies are discussed for realizing these objectives: adequate individual funding controlled by people with disabilities and their families and friends; and a process of culture change through community engagement. Two models of the

DESCRIPTORS- Accountability; *Disabilities; Distractors (Tests); Educational History; Elementary Secondary Education; *Individualized Education Programs; *Performance Factors; *Response Style (Tests); Standardized Tests; Student Evaluation; Test Format; *Test Validity; Test Wiseness; *Testing; Timed Tests
IDENTIFIERS- *Testing Accommodations (Disabilities)

This document summarizes the research on test changes to provide an empirical basis for defining accommodations for students with disabilities. It begins by providing an historical overview of special education accountability. It describes how separate special education accountability systems have evolved and summarizes information on the participation of students with disabilities in general education accountability systems. The role of the Individualized Education Program as the main vehicle for expressing the need for test accommodations is emphasized. The paper then summarizes the research on test changes using a taxonomy from the National Center on Educational Outcomes. Testing accommodations are reviewed relating to timing and scheduling of testing, test settings, computer presentation of tests, examiner familiarity, multiple changes in presentation, dictation to a proctor or scribe, using an alternative response, marking responses in test booklets, working collaboratively with other students, using word processors, using calculators, reinforcement, and instruction on test-taking strategies. The last section of the document addresses issues of validity with primary considerations on using this research to implement sound testing practices and to make appropriate educational decisions. (Contains over 170 references.) (CR)

ED 442 246 EC 307 884

Linehan, Patrice
Selected State Strategies for Addressing Personnel Shortages in the Area of VI. Quick Turn Around (QTA) Forum.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alternative Teacher Certification; Financial Support; Higher Education; Interviews; Program Design; *State Programs; Teacher Certification; *Teacher Recruitment; Teacher Shortage; *Visual Impairments
IDENTIFIERS- Hawaii; Iowa; North Carolina; Texas; Utah; West Virginia

This report provides an overview of selected state strategies for addressing personnel shortages in the area of visual impairments. Innovative or alternative routes to certification in six states (Texas, Hawaii, Iowa, North Carolina, Utah, and West Virginia) are profiled to give specific examples of state approaches to personnel preparation and certification in this area. Telephone interviews were conducted with state directors of special education, other state education agency staff, educational service center staff, superintendents and administrators from schools for students with blindness, and administrators and faculty from institutions of higher education (IHEs). The interviews took place in August and September 1999 and lasted between 30 to 90 minutes each. A total of 13 people were interviewed. For each state, the origin, components, recruitment efforts, funding, and outcomes learning environment; and the difference that money makes in providing high-quality educational facilities. Through comparisons between well-funded and under-funded schools it reveals how funding inequities create severely unequal school facilities and unequal educational opportunities. The viewer guide explains how current school funding methods result in unequal schools; reviews the lessons learned from attempting to pass bond issues for facility improvement and what can be done to find funding that creates equal opportunities for all students; and discusses the limited access to learning opportunities available through technology and what can be done to help students make full use of technology to help them be competitive in a global, technically rich economy. It also explains how Charlotte-Mecklenburg school system used multiple solutions, including community and business collaborations to upgrade its school facilities. Final discussions explore legal remedies for school facility improvement and eight strategies for getting started in developing school funding opportunities. (GR)

ED 442 269 FL 026 242

Revista de Investigacion Educativa (Journal of Educational Research).
PUB DATE- 97
NOTE- 501p.; A publication of Asociacion Interuniversitacia de Investigacion Pedagogica (AIDIPE).
LANGUAGE- Spanish
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Action Research; Adolescents; Chi Square; College Faculty; College Students; Drinking; *Educational Research; Elementary Secondary Education; Foreign Countries; Gifted; Multicultural Education; School Counselors; Science Education; Student Characteristics; Student Motivation; Test Anxiety; Testing
IDENTIFIERS- Europe; Spain

The two issues of this journal include the following articles (Titles are translated into English): "General Panorama of Research on Intercultural Education in Europe" (Margarita Bartolome Pina); "Incidence of Some Educational, Social, and Affective Factors in Alcohol Consumption by Teenagers" (Elvira Repetto Talavera, Ma. Peregrina Senra Varela); "Analysis of Multicultural Education in the Educational Centers of Western Almeria" (Encarnacion Soriano Ayala); "Test Anxiety: Its Effect on Performance (I)" (Norberto Navarro Adelantado, Presentacion A. Caballero Garcia); "Evaluation of School Counselors' Professional Competencies" (Luis Sobrado Fernandez); "Constructing a Scale for Measuring Attitudes towards Multicultural Education" (Mercedes Rodriguez Lajo, Flor Cabrera Rodriguez, Julia V. Espin Lopez, Ma. Angeles Marin Gracia); "Motivational Patterns in University Students: Differential Characteristics" (Antonio Valle Arias, Ramon Gonzalez Cabanach, Lino Manuel Cuevas Gonzalez, Jose Carlos Nunez Perez); "Type I Error and the Power of Chi-Square Tests in the Study of Differential Item Functioning" (Ma. Dolores Hidalgo Montesinos, Jose A. Lopez Pina, Julio Sanchez Meca); and "Evaluation of the Action Research Done by University Faculty in the Field of Science Education" (Mario de Miguel Diaz); "Counseling in Secondary Education: The Current and Prospective Situation" (Ma. Teresa Diaz Allue, Rafael Carballo Santaolalla, Ma. Jose Fernandez Diaz, Narciso Garcia Nieto); "Entering the Workforce" (Benito Echeverria Samanes); "Research in Practice" (Pilar Colas Bravo); "Evaluation of Educational Centers: Getting is designed for the middle school level, but the activities can be scaled up or down for use by students of various ages, including adults. The reading and activities in this guidebook are designed to broaden students' knowledge of trends and connections between population change, natural resource use, gender equity, and quality of life issues for individuals and communities. This knowledge, combined with critical thinking skills developed in each activity, will help students explore their roles as global citizens and environmental stewards. Topics and activities are divided into three sections: "Understanding Population Dynamics"; "Reflecting on Resources"; and "Making Connections." Extensive references and other resources are provided and suggested. In addition to a glossary, there are numerous, charts, diagrams, and figures provided throughout the text. (KFT)

ED 442 288 FL 026 293

Waldschmidt, Eileen Dugan; Kim, Younghee M.; Kim, Jiyoung; Martinez, Claudia; Hale, Aaron
Teacher Stories: Bilingual Playwriting and Puppetry with English Language Learners and Students with Special Needs.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education Programs; Classroom Techniques; *College School Cooperation; *Educational Strategies; Elementary Education; *English (Second Language); Ethnic Bias; Federal Programs; Immigrants; Instructional Innovation; Latin American Culture; Limited English Speaking; Literacy; Mathematics; Playwriting; Puppetry; Russian; Second Language Instruction; Second Language Learning; Spanish; Spanish Speaking; Special Needs Students; *Summer Programs; *Team Teaching
IDENTIFIERS- Jefferson County School District OR; Oregon State University

The paper chronicles the struggles and challenges of teaching in a 6-week summer bilingual education program in a small town in Oregon. The program was a cooperative effort between a small town school district and Oregon State University at Corvallis. Teachers and researchers who entered into this project looked into the use of bilingual playwriting and puppetry within a primary and intermediate classroom with mainstream students, English language learners, migrant students, and students identified as having special needs. As they collected, analyzed, and compared their data, it was realized that bilingual playwriting and puppetry were greatly overshadowed by other common themes, including the following: the challenges of abbreviated summer school schedules and the pressure from school district administrative personnel to be doing "fun" activities while keeping the focus on math and literacy; negative attitudes among elementary students toward Latino culture and the Spanish language; struggles with classroom management; and the rewards and benefits of team teaching. It was concluded that collaboration between a school district and a university is a good idea. This should be expanded and refined in the future to create quality programs incorporating democratic classroom practices, meaningful and purposeful curricula, team teaching, and continued collaboration between

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Bilingual Education Programs; *Classroom Techniques; *Educational Diagnosis; Educational Legislation; *English (Second Language); Federal Legislation; *Learning Disabilities; Limited English Speaking; Questionnaires; Second Language Instruction; Second Language Learning; Teacher Education

This booklet, conceived, researched, and produced by teachers of English to speakers of other languages (ESOL) practitioners, is designed to help ESOL teachers identify and assess students who may have learning disabilities. Two groups of ESOL learners are the subject of this study: those ESOL adult learners who already have some formal education and are attempting further formal education and knowledge in English, who may also have a learning disability; and the ESOL adult learner seeking the same but has no or very little previous formal education. The book is divided into several sections covering the following topics: the definition of a learning disability, suspecting a learning disability in ESOL learners, approaching the learner, and classroom strategies. Extensive lists of resources are provided, as well as four appendices including a sample hands-on screening kit, a list of common acronyms pertinent to learning disabilities, a copy of the Americans With Disabilities Act, and a practitioner questionnaire. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 442 309 FL 801 384

Bonk, William J.
Testing ESL Learners' Knowledge of Collocations.
PUB DATE- 00
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Applied Linguistics; *English (Second Language); Evaluation Methods; Factor Analysis; *Item Analysis; Language Patterns; Language Proficiency; *Language Research; *Language Tests; Lexicography; Second Language Instruction; Second Language Learning; Speech Communication; Test Items; Testing; Vocabulary
IDENTIFIERS- *Lexical Collocation

This study reports on the development, administration, and analysis of a test of collocational knowledge for English-as-a-Second-Language (ESL) learners of a wide range of proficiency levels. Through native speaker item validation and pilot testing, three subtests were developed and administered to 98 ESL learners of low-intermediate to advanced proficiency. Descriptive statistics and reliability estimates for the test administration are calculated, and the characteristics of the test items, subtests, and response modes were examined using traditional item analysis, Item Response Theory, and generalizability theory methods. Two of the three subtests were found to perform well as norm-referenced measures of construct, and areas for further testing and research were pinpointed. Observed collocational knowledge was found to correlate strongly with a measure of general ESL proficiency, while length of residence had negligible predictive power of collocations on test performance. Exploratory factor analysis revealed that collocations items tended to load on different factors from general proficiency items, giving preliminary evidence of construct validity. Extensive references and quantitative data, displayed in various scatter diagrams, bar

Alcohol and Other Drug Prevention Programs."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Education; *Community Resources; Drug Abuse; *Drug Education; Educational Economics; Educational Finance; Financial Problems; *Fund Raising; *Grantsmanship; Health Education; Higher Education; Institutional Environment; Institutional Role; Program Proposals; Proposal Writing; Resources; *School Community Relationship; School Policy; State Federal Aid

This publication describes actions and basic principles that campus-based alcohol and other drug (AOD) prevention coordinators can take to develop long-term administrative and financial support for campus AOD programs. The first section covers types of prevention programs that increase the probability of success. These programs include: campus-wide collaboration that involves athletics, health services, student activities, residence life, and campus security; strong administrative commitment; an established long-range plan; objectives tied to the institution's mission; networking outside the college community; building on institutional capacity by training faculty, staff, and students able to continue such activities without additional funding; program accountability; and strategic use of public relations. The second section of the publication suggests ways to identify alternative sources of funding and offers suggestions for grant-writing. Advice on preparing a funding request, on seeking support from the alcohol industry, and on approaching foundations is included. Sources of state and federal prevention funding are listed, as well as a list of additional resources. (CH)

ED 442 330 HE 032 902

NSLDS Training Workshop: Participant's Guide.
PUB DATE- 00
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Databases; *Federal Aid; *Federal Programs; Financial Aid Applicants; Higher Education; Need Analysis (Student Financial Aid); *Student Financial Aid; *Student Financial Aid Officers; *Student Loan Programs; Workshops; World Wide Web
IDENTIFIERS- *National Student Loan Data System

These training materials were designed to be used by participants at a National Student Loan Data System (NSLDS) workshop which explains how to use the NSLDS Web site. Following an overview, the guide is organized into four sessions: (1) students' access and use of the NSLDS Web site; (2) navigating the financial aid professional Web site; (3) reporting data (data providers and types and timing of data sent to NSLDS); and (4) resolving conflicts (case studies on loan issues, social security number and date of birth issues, and other issues). A wrap-up session, including questions and comments, evaluation of the workshop, and answer keys for sessions 3 and 4 complete the guide. A Training Satisfaction Survey sheet is included. (CH)

(120)
DESCRIPTORS- *Academic Education; Higher Education; Intellectual Disciplines; *Liberal Arts; Majors (Students); Student Financial Aid; Student Loan Programs; Tuition; Tuition Grants

The two essays in this document address the many challenges facing liberal arts colleges today. "The Threats to Liberal Arts Colleges" (Paul Neeley), holds that the most serious threat to liberal arts colleges is not ideology or technology but instead it is the marketplace. Competition within the liberal arts sector leads the best schools to spend more to attract the best students, to change their mission to attract corporate funding, and to become "research colleges." The essay contends, however, that the survival of liberal arts colleges lies in society's understanding of and belief in the value of the traditional liberal arts education. "The Future Economic Challenges for the Liberal Arts Colleges" (Michael S. McPherson and Morton Owen Schapiro) examines threats posed by changing student interests; the trend toward professional and vocational majors; changes in financing of liberal arts colleges, in management of tuition, student financial aid, and enrollment; and most importantly, the declining enrollment in liberal arts colleges, noting that fewer than 250,000 students out of more than 14 million experience education in a small residential college. Here, too, it is argued that liberal arts colleges offer a unique embodiment of ideals of educational excellence that are deserving of preservation. (Both papers contain endnotes.) (RH)

ED 442 351 HE 032 925

EDExpress, 2000-2001: Direct Loan.
PUB DATE- 00
NOTE- 569p.; For the Direct Loan School Guide, see ED 422 784.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Finance; *Eligibility; *Federal Programs; Higher Education; Need Analysis (Student Financial Aid); Paying for College; Student Financial Aid; Student Financial Aid Officers; *Student Loan Programs
IDENTIFIERS- *Federal Direct Student Loan Program

This workbook covers all the processes needed to administer the federal direct loan program in schools; it requires familiarity with the basic concepts found in the "Direct Loan School Guide." The eight units of instruction include: Unit 1: an overview; Unit 2: processing loan records, including the EDExpress setup, the processing cycle, and importing origination acknowledgments; Unit 3: mastering promissory notes, including printing and recording and use of the activity log; Unit 4: cash management and calculation of funding needs; Unit 5: disbursements, including the processing cycle, entering and processing data, and disbursement and booking acknowledgments; Unit 6: reconciliation, including importing the direct loan school account statement, comparing records to the database, and exporting loan detail records; Unit 7: loan servicing issues, including the activities of the Loan Origination Center and Loan Servicing Centers, direct loan repayment options, loan consolidation, certification of borrower eligibility and enrollment status, and entrance and exit counseling; and Unit 8: a review section. Eleven appendixes include: a school guide; the direct loan 6-step private colleges. (SM)

ED 442 370 HE 032 960

Howe, Richard D.
Salary-Trend Study of Faculty in Business/Managerial Economics for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Education; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Managerial Occupations; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for business/managerial economics faculty at 95 public and 90 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $64,558 for 856 business/managerial economics faculty in public institutions was 12.6 percent higher and the average salary of $63,670 for 460 faculty in private institutions was 16.4 percent higher than the average salary for all faculty in all major fields, and, respectively, 1.0 percent per year and 1.9 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 371 HE 032 961

Howe, Richard D.
Salary-Trend Study of Faculty in Chemistry for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chemistry; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer

Howe, Richard D.
Salary-Trend Study of Faculty in Geography for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Geography; *Geography Instruction; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 973 geography faculty at 155 public institutions and 66 faculty at 19 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $53,546 for geography faculty in public institutions and the average salary of $56,013 for faculty in private institutions were, respectively, 7.2 percent lower and 2.4 percent higher than the average salary for all faculty in all major fields. The average salary increase was, respectively, 0.3 percent per year and 2.2 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 390 HE 032 980

Howe, Richard D.
Salary-Trend Study of Faculty in Geological and Related Sciences for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Geology; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the

NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Preservice Teacher Education; *Private Colleges; *Public Colleges; Reading Instruction; *Reading Teachers; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for reading teacher education faculty at 44 public institutions and 22 private institutions. The study found that for the 1999-2000 period the average salary of $51,622 for 199 reading teacher education faculty in public institutions and $47,713 for 45 reading teacher education faculty in private institutions were, respectively, 11.2 percent and 14.7 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 0.3 percent per year and 0.4 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 409 HE 032 999

Howe, Richard D.
Salary-Trend Study of Faculty in Social Sciences, General for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Social Sciences; Statistical Data; *Teacher Salaries; Trend Analysis
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This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is

NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Principles; *Educational Research; Educational Researchers; Effective Schools Research; Graduate Study; Higher Education; *Institutional Research; Institutions; *Scholarship; Self Evaluation (Groups); *Theory Practice Relationship

This monograph discusses some of the difficulties that colleges and universities encounter when they seek to study themselves. It finds that despite commendable efforts to establish doctoral programs in higher education, institutes and centers for the study of higher education, and offices of institutional research, there are many discrepancies between what is known and what is believed about institutions of higher learning. The most publicized criticism of educational research has been its inability to demonstrate the effectiveness of federally funded programs. The essay goes on to examine the establishment of centers for research in higher education as part of the movement to support research on issues and problems related to postsecondary education, and the later shift of federal funding which directed research toward evaluation, planning, and management. The essay also examines the role of institutional research for data-gathering and reporting, as well as for organizational and operational purposes, concluding that educational research has not had any sustained influence in the reform of education at any level. The essay concludes that higher education is, nonetheless, worthy of study with the best of scholarly methods, and that as a field of doctoral study, higher education should be the "study of institutions." (CH)

ED 442 429 HE 033 027

Fincher, Cameron
When Universities Are Worthy of the Name. IHE Perspectives.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Institutional Characteristics; *Institutional Environment; Institutional Mission; *Institutional Role; Peer Institutions; *Reputation; *Universities; Upper Division Colleges

This monograph argues that university status should be conferred on colleges only when they have reached a specified level of achievement within their various academic programs, and that when changes are made in an institution's administrative structure and academic organization, something other than institutional aspirations should serve as the criteria. The essay defines some of the distinctive features of university status, including patterns of instruction, research, and service; recruitment and education of students capable of becoming scientists, scholars, and professionals; and the existence of facilities (libraries, laboratories, computer centers, museums) essential to a higher-level academic environment. Also noted are the significant differences between universities and other institutions on the applications and uses of knowledge, and the indicators of status and image. The essay concludes that a university is worthy of its name when: most of its constituencies appreciate its mission and role as

Educational Research Association (New Orleans, LA, April 24-28, 2000). This study was conducted as part of the National Study of Student Learning at the University of Illinois at Chicago.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Cognitive Measurement; *Cognitive Processes; Cognitive Tests; College Students; *Context Effect; Higher Education; *Learning; Learning Strategies; Learning Theories; Skill Development; Statistical Analysis; *Teaching Methods

This study sought to determine the extent to which instructional processes characterized by cognitive complexity influence the development of general cognitive abilities during the first, second, and third years of college. The sample for the study consisted of incoming first-year students at 18 four-year and 5 two-year colleges and universities located in 16 states chosen to represent differences in colleges and universities nationwide on a variety of characteristics, including institution type and control, size, location, student residence patterns, and student ethnic distribution. Initial data was collected in fall 1992 from 3,840 students at 23 institutions; three follow-up data collections were done in spring 1993, 1994, and 1995. Controlling for factors such as precollege cognitive ability and academic motivation, ethnicity, gender, socioeconomic status, age, college experiences, work responsibilities, and pattern of courses taken, the extent to which students reported instructor use of higher-order questions on examinations, assignments, and in classroom discussions was significantly and positively associated with end-of-year cognitive development for each year of the study. Additional analyses suggested that the net cognitive impact of the instructional processes were general rather than conditional. Four data tables are appended. (Contains 25 references.) (CH)

ED 442 449 HE 033 047

Gasman, Marybeth
Passport to the Front of the Bus: The Impact of Fisk University's International Program on Segregation in Nashville, Tennessee.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Achievement; Black History; Blacks; Civil Rights; Cultural Interrelationships; *Desegregation Effects; *Diversity (Student); Foreign Students; Higher Education; *International Studies; Personal Narratives; Racial Integration; *Racial Segregation; Reminiscence
IDENTIFIERS- *Fisk University TN; Tennessee (Nashville)

In the 1950's, Charles S. Johnson, the first black president of Fisk University (Tennessee), greatly expanded the institution's international program, attracting many foreign students to the school and creating a milieu that gave American blacks the benefits of integration. This paper examines how the presence of outsiders and outside influences made the segregationist status quo arrangements of the South impractical, absurd, and

DESCRIPTORS- *Access to Education; Developed Nations; Educational Discrimination; *Educational Legislation; *Equal Education; Foreign Countries; *Learning Disabilities; *Learning Problems; *Postsecondary Education; Special Education
IDENTIFIERS- Great Britain

Challenges will be created by proposed changes to post-school education and training for people with learning difficulties and disabilities. Two important bills have been proposed. The Learning and Skills Bill (LSB) changes the whole architecture of the post-school education and training sector. LSB sets up the Learning and Skills Council (LSC) responsible for planning and funding all post-16 education and training; signals a strong emphasis on and commitment to equality of opportunity; allows LSC to secure provision of boarding accommodation; clearly differentiates between provision for youth aged 16-19 and adults over 19; and introduces a requirement for compulsory assessment of pupils with statements of special educational needs. The new Youth Support Service will be responsible for the implementation of these assessment duties. New powers to secure a wider range of learning could address a major barrier to access for learners with learning difficulties and disabilities. A key question is how the LSC will provide funding. The Disability in Education Bill (DEB) enshrines, for the first time, disability rights in education within legislation. It would make it unlawful to discriminate against a disabled person by failing to make a reasonable adjustment or to treat him or her less favorably. DEB provides a further opportunity to overcome some of the most intransigent barriers to access learning. (YLB)

ED 441 960   CE 080 232

Jones, Huw, Ed.; Mace, Jackie, Ed.
Outcomes of Adult Learning: Taking the Debate Forward.
PUB DATE- 00
NOTE- 53p.; Three papers were presented at the Meeting of the Further Education Research Network (December 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Achievement Rating; *Adult Education; *Adult Learning; Educational Development; Foreign Countries; Needs Assessment; *Outcomes of Education
IDENTIFIERS- *Great Britain; Value Added

The four papers in this collection are intended to stimulate debate in the adult education sector and to set the agenda for further development work. "Learning Outcomes: Towards a Synthesis of Progress" (Peter Lavender) provides a summary of recent efforts to identify, record, and value learning that does not lead to qualifications. "Learning Outcomes in a Non-Accredited Curriculum: A View from the Adult Education Sector" (John Vorhaus) distinguishes between learning outcomes and other outcomes of involvement in learning. It pays particular attention to the learner's perspective and the consequent issues that arise in measuring achievement. "'Standards' and the Measurement of the Learning Outcomes of Adult Students in Further Education" (Amanda Hayes) addresses the need to measure the most important outcomes of learning and the difficulty in establishing standards that are comparable and can contribute to value added measures. "Encouraging Adult Achievement" (Anna Reisenberger) sets the debate in the context of new policies for funding, inspection, and quality improvement that are being

Findings indicated most program group participants stayed in JC for a substantial period of time; program group enrollees participated extensively in the core JC activities; differences in subgroups' JC experiences were small; JC substantially increased the education and training that program participants received; similar percentages of program and control group members were enrolled in education and training programs toward the end of the 30-month period; JC participation led to substantial increases in the receipt of General Educational Development and vocational certificates; JC generated positive earnings impact by 2 years after random assignment; and program group members secured higher-paying jobs with slightly more benefits. JC participation reduced receipt of public assistance benefits; significantly reduced arrest and conviction rates; had no impacts on the self-reported use of tobacco, alcohol, and illegal drugs; had no impact on family formation; and had no impact on mobility. (Appendixes include 20 references and supplementary tables.) (YLB)

ED 441 979 CE 080 267

Fagnoni, Cynthia M.

Workforce Investment Act: Implementation Status and the Integration of TANF Services. Testimony before the Subcommittee on Postsecondary Education, Training and Life-Long Learning, Committee on Education and the Workforce; and the Subcommittee on Human Resources, Committee on Ways and Means, House of Representatives.

PUB DATE- 00

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Education; Cooperative Planning; Cooperative Programs; Delivery Systems; *Employment Programs; Federal Aid; Federal Legislation; *Integrated Services; *Job Training; Postsecondary Education; Program Implementation; State Programs; Statewide Planning

IDENTIFIERS- *Temporary Assistance for Needy Families; *Workforce Investment Act 1998

The Workforce Investment Act (WIA) focuses on integrating and streamlining services, requiring that most employment and training services, including those provided under the Temporary Assistance for Needy Families (TANF) block grant, be provided through the One-Stop Center System. States are implementing WIA, but not all will have all steps completed by July 1, 2000. While WIA does not require states to provide all mandatory program services on-site at one-stop centers, states report that many services are. The largest sources of funding to support the one-stop infrastructure and operations are most often WIA-mandated labor programs. A majority of states report at least some relationship between one-stop centers and TANF, an optional program under WIA, at the state or local level. Challenges to implementing an integrated system result from establishing and formalizing WIA-required partnerships; developing the one-stop infrastructure; and integrating program services while responding to multiple federal requirements. Despite challenges, states and localities are developing promising integrated service delivery approaches. Areas critical to successful service integration under WIA are attracting and serving employers; bringing in job seekers; creating a customer-friendly environment for job seekers; providing job seekers with tailored and seamless services; and

Lubyova, Martina; Ochrankova, Daniela; Vantuch, Juraj
Background Study on Employment and Labour Market in the Slovak Republic. Working Document. Employment & Social Affairs.
SPONS. AGENCY- European Union, Brussels (Belgium).
PUB DATE- 99
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Developing Nations; *Economic Development; *Educational Trends; *Employment; Employment Statistics; Foreign Countries; *Futures (of Society); Labor Market; Postsecondary Education; Secondary Education; *Unemployment; *Vocational Education
IDENTIFIERS- *Slovakia

This study provides a background analysis of the current situation in the Slovak Republic in terms of employment, employment policy institutions, and employment policy delivery mechanisms, with special attention to their preparedness for meaningful participation in the European Union (EU) employment coordination process. The study was based primarily on statistics provided mainly by the Slovak Statistical Office, the Ministry of Labour, Social Affairs and Family, and the National Labour Office. The study found that Slovakia has been one of the most successful among the countries undergoing transformation, with an annual growth rate of 7 percent. However, since 1998, the government has made major cuts in public spending, taxes have risen, prices have risen, unemployment has grown, and employment has fallen. The demographic situation is favorable, however, with strong growth in the numbers of young adults. Almost all the population is educated, and many are participating in higher education or vocational training. A variety of labor market policies is set by the government. (The report also contains six appendixes that contain statistical and regulatory data and 82 references.) (KC)

ED 441 997 CE 080 290

McAlister-Kizzler, Donna
Case Studies for Effective Business Instruction.
PUB DATE- 99
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; Business Administration; *Business Education; Career Development; *Case Method (Teaching Technique); *Communications; Economics; Entrepreneurship; Ethics; Finance Occupations; Graduate Study; Higher Education; Information Systems; Labor Force Development; Listening Skills; *Marketing; Mathematics Skills; Postsecondary Education; Problem Solving; Reading Skills; Secondary Education; Self Esteem; Self Management; Speech Communication; Teaching Methods; Undergraduate Study
IDENTIFIERS- Business Law; International Business

This book is designed as a resource for educators who teach business content in a variety of instructional settings. It contains case studies representing all functional areas of business, including corporate training, for grades 7 through not assume that the reader has read "Transforming Lives"). The guide presents examples and case studies of how the framework has been used in workshops for professional development and in documenting curriculum. It also presents responses to the framework in the form of teachers' voices and testimonies. A summary of the key points from "Transforming Lives" is made throughout the guide, in order to facilitate understanding of the curriculum. The guide shows how teachers and administrators can use the curriculum for individual or group planning, writing accredited and non-accredited curriculum documents, and developing a coherent and integrated learning program. The five sections of the guide and their authors are as follows: (1) "A Conceptual Framework for Further Education Curriculum" (Clara Block); (2) "Using the Conceptual Framework for Further Education in Teaching" (Robyn Hodge, Merilyn Hickson); (3) "Using the Framework To Document Curriculum" (Delia Bradshaw); (4) "Writing Curriculum for Accreditation Using the Framework" (Jan Hagston); and (5) The Conceptual Framework and Program Coordination" (Merilyn Hickson). (KC)

ED 442 015 CE 080 342

Fevre, Ralph; Rees, Gareth; Gorard, Stephen; Furlong, John
Education, Training and Identity.
PUB DATE- 98
NOTE- 13p.; Paper presented at the British Association Annual Festival, "The Challenge for Science" (Cardiff, Wales, United Kingdom, September 7-11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Continuing Education; *Education Work Relationship; *Employee Attitudes; *Employer Attitudes; Employment Opportunities; Employment Patterns; *Employment Qualifications; Foreign Countries; Labor Needs; Outcomes of Education; *Policy Formation; Postsecondary Education; *Public Policy; Secondary Education
IDENTIFIERS- *Wales (South)

Although public policy debate centers on education and training (ET) as a primary determinant of economic success, this study suggests that instead the economy determines patterns of participation in education and training. Research over time shows that planned government ET policies have little ability to affect the economy because the effects of the economy on patterns of participation in ET are so strong. This study of ET trends and the economy in South Wales identified 31 potential variables, including year of birth, area of residence, gender, ethnicity, family religion, language spoken at home, pattern of school attendance, residence, family structure, type of secondary school attended, educational level, and socioeconomic and educational characteristics of parents. The study also determined that work-based training has not increased in frequency since 1945, remaining at just over 39 percent of all work episodes. The most important factor pushing workers to get further education was found to be lack of jobs. Study respondents noted that in a tight labor market employers ask for more credentials, whether or not the qualifications are related to the actual jobs, but when jobs are more plentiful, there is less emphasis on further education. The study concluded that for government policy encouraging further education to succeed, policymakers would have to entice or coerce employers to change their attitudes towards jobs, restructuring jobs to meet the demands of the new economy and entitled: (1) "Youth, Their Families, and Their Environment"; (2) "Psychological Distress"; (3) "Sexual Activity"; (4) "School Perceptions"; and (5) "Antisocial and Illegal Behavior." A comparison of corrections survey results from 1998 and 1995 established very consistent information. Key differences between adolescents in corrections with those in public schools are that most adolescent males and females in corrections facilities grow up in unhealthy environments. They are more likely to have been sexually (females) or physically abused. Many come from single parent homes. They had elevated levels of emotional distress. Their rate of suicide is higher. Antisocial behavior was common, as was substance abuse. On a positive note, adolescents in corrections had very similar responses with respect to their generally positive impressions of interpersonal relationships with family members. Implications of survey results are that early detection and effective intervention, for those traumatized by sexual or physical abuse, is essential. Improved access to assessment and services is recommended. Collaborative efforts within social services, community mental health, and schools is essential. The improvement of these services may reduce recidivism. (Contains 32 references.) (JDM)

ED 442 037 CG 030 077

Fulkerson, Jayne A.; Harrison, Patricia A.; Hedger, Scott A.
Alternative Schools and Area Learning Centers. 1998 Minnesota Student Survey.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Treatment.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Comparative Analysis; *Delinquency; Delinquent Rehabilitation; Emotional Problems; Family Influence; High Schools; *Nontraditional Education; *Public Schools; Self Destructive Behavior; Sexual Abuse; Student Surveys; Substance Abuse; *Teacher Student Relationship; Youth Problems
IDENTIFIERS- *Minnesota

This report highlights findings from the 1998 Minnesota Student Survey, administered to 3,791 voluntary participants, comparing students in alternative school settings with those in public schools. Alternative schools and area learning centers are high school diploma granting programs designed for students who are behind in their work, have dropped out of traditional programs, or need assistance with problems. Alternative school students were matched with randomly selected adolescents of the same gender and age. Comparison data is detailed in different sections of the report. Sections include information on the youth in the following areas: families and environment; psychological distress factors; sexual activity; school perceptions; and antisocial and illegal behaviors. The data revealed that the alternative education center students: (1) were more likely to believe that all their teachers were interested in them and that all teachers showed respect for students; (2) were disproportionately adolescents of color; (3) were more likely to have parents who abused substances; (4) were more likely, if they were female, to have a history of sexual abuse; (5) had a higher suicide rate; (6) had greater

NOTE- 15p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Career Development; Career Planning; Counselor Role; High Schools; *Internet; Middle Schools; Resources; School Counselors; Secondary Education

There is no question that professionals and students need help in the process of gathering, deciphering, and then utilizing career information. As we enter the 21st century, school counselors are in a significant position to access and facilitate use of all sorts of career information, and they must be technically prepared to orient students, teachers, and parents to vast opportunities that the future holds. This chapter discusses the current state of career planning with a focus on adolescent career exploration and current resources in use. It then describes Career Explore, an interactive program that uses the Internet, and its implementation in middle and high schools throughout North Carolina. An appendix lists helpful web sites for finding career information. (Contains 11 references.) (MKA)

ED 442 057 CG 030 201

Altekruse, Michael K.; Brew, Leah
Using the Web for Distance Learning.
PUB DATE- 00
NOTE- 14p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Counselor Training; *Distance Education; Higher Education; *World Wide Web
IDENTIFIERS- Course Development; *Web Based Training

This chapter explores the pros and cons of Web-based instruction following the University of North Texas' decision to offer counseling courses on the Web. It seems that the most frequent arguments for Web-based instruction are its ability to reach students and its potential for course enrichment. The practice of providing live instruction on the Web that can be accessed by the student later for study also has great potential, and using the Web to access current resources is cited as one of the greatest advantages of the Web for instruction. However, there are drawbacks to Web-based instruction. There is nothing like live contact in counseling courses. The need for the counseling instructor to listen to verbal responses while assessing nonverbal responses has not been duplicated in Web courses. For counselor education, Web-based instruction will probably be second best to live instruction. This chapter also discusses developing Web courses. Issues covered include policies affecting Web course development and recommendations for preparing to develop a Web course. (MKA)

ED 442 058 CG 030 202

Peterson, Marla
Electronic Delivery of Career Development University Courses.
PUB DATE- 00
NOTE- 18p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.

into their children's learning; and (4) administrators and policymakers to base decisions about student achievement on authentic and meaningful information. The development and use of portfolios should be a way for pupils to reflect upon their progress and work toward higher achievement levels. (Contains 10 references.) (RS)

ED 442 079 CS 013 974

Readence, John E.; Moore, David W.; Rickelman, Robert J.
Prereading Activities for Content Area Reading and Learning. Third Edition.
PUB DATE- 00
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Content Area Reading; Instructional Effectiveness; *Learning Strategies; *Reading Comprehension; *Reading Readiness; Secondary Education
IDENTIFIERS- *Prereading Activities; Prereading Exercises; Prereading Skills

Research has informed educators about the value of preparing students for reading in the content areas, but how do teachers begin the complicated task of planning effective prereading activities that maximize their students' learning? This book provides practical activities that promote the learning of adolescents in their daily work in content classrooms. This third edition of the book differs from the second edition in two significant ways. First, it contains updated material that reflects the most recent information that has been revealed about prereading activities, and second, it concludes with a new chapter that addresses the nuances of selecting, combining, and using prereading activities across lessons and units. Other chapters offer valuable strategies for asking and answering questions before reading, forecasting passages, understanding vocabulary, graphically representing information, and writing before reading. The wealth of strategies and the expanded reference list offered in the book will help teachers make printed materials in all content areas understandable and interesting to students. (NKA)

ED 442 080 CS 013 975

Robinson, Richard D., Ed.
Historical Sources in U.S. Reading Education, 1900-1970: An Annotated Bibliography.
PUB DATE- 00
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Historical Materials (060),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational History; Elementary Secondary Education; Higher Education; *Reading; *Reading Instruction; *Reading Research; Writing (Composition)
IDENTIFIERS- *Professional Literature

The teaching of reading today is based on a rich historical legacy, and although teaching methods and materials of the past frequently differed from those of today, there are still threads and themes that have been evident in reading education since the earliest days. This annotated bibliography celebrates from the "Physical Review." He analyzed some striking differences between the sets in patterns of what the relative clauses modify and also uncovered some evidence pointing to a general stylistic shift from the first set to the second. The shift of interest is between what M.A.K. Halliday calls the dynamic style and what he calls the synoptic style. When Halliday examines different linguistic styles or modes of representing experience, he uses a continuum. At one pole of this continuum is a style he calls dynamic, often associated with spontaneous and unselfconscious speech; at the other end of Halliday's continuum is the synoptic style, often associated with carefully planned, formal writing. The suspicion that a stylistic shift from dynamic to synoptic could have occurred from the first set of reports to the second arose when it was noticed that the first set contained numerous sentences displaying great causal intricacy, while the second set contained numerous sentences displaying great lexical density. An examination of various stylistic traits showed differences which point to a more clausally intricate style in the early articles and a more lexically dense style in the later articles. In light of the potential advantages of the synoptic style for specialists within a research area, it appears that a shift to this style in the history of writing about spectroscopy could have been highly motivated. If teachers and scholars reach a consensus about whether or not to teach the synoptic style, they might also discuss what the best way for doing so might be. (Contains 21 references.) (NKA)

ED 442 100   CS 217 109

Allen, Julia M.
"We Must Have Writers": An Introduction to the Narrative Rhetorical Theory of Meridel LeSueur.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authors; Cultural Context; Higher Education; Intellectual History; *Rhetorical Theory; Writing Instruction
IDENTIFIERS- Burke (Kenneth); Communist Party; Federal Writers Project; Radical Perspectivism; *Rhetorical Stance; Writing Contexts

This paper examines the life and works of Meridel LeSueur, a colleague of Kenneth Burke, and herself a radical writer during the 1920s and 1930s. The paper states that LeSueur's primary aim was to establish an indigenous working-class culture to support working-class action. It notes that her arguments about writing build upon the rhetorical foundation of her mother, Marian Wharton LeSueur, and first appeared in the "New Masses," a magazine written by and for radical members of the American middle class. The paper then traces her development as a socialist intellectual, and discusses her many articles on writing. In 1939, according to the paper, Meridel LeSueur shifted audiences, and instead of speaking to practicing writers, she wrote a manual for the students she was teaching in the Federal Writers Project of the Works Progress Administration (WPA). The paper reports that in 1995, when Meridel was 95 and bedridden, she admitted to still being in the Communist Party, and she articulated the essence of her rhetorical stance: "The difference between a bourgeois writer woman with her own ideas about matrimony, and examine evidence about marriage in the Middle Ages and the role that women played in medieval society. Finally, students read the "Wife of Bath's Tale" and explore the alternative readings of the tale in relation to the character of the Wife of Bath. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (8-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 122   CS 217 170

Childhood through the Looking-Glass Lesson Plan .
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.
PUB DATE- 00
NOTE- 6p.; Also sponsored by the National Trust for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Children; *Childrens Literature; English Literature; *Illustrations; Language Arts; Lesson Plans; Novels; Poetry; Secondary Education
IDENTIFIERS- *Alice in Wonderland; Carroll (Lewis G)
This lesson explores the vision of childhood created by Lewis Carroll in "Alice in Wonderland." Students begin by looking at Carroll's photographs of the real Alice for whom Carroll imagined his story and compare the image of childhood that he captured on film with images of children in our culture. Then students read "Alice in Wonderland" with special attention to the illustrations that Carroll had made for his book, and explore the relationship between words and pictures by creating an Alice illustration of their own. Next, for contrast, students compare Carroll's vision of childhood with that presented by the Romantic poet William Blake in his illuminated "Songs of Innocence and Experience." Finally, students consider the interplay of image and text in their own favorite children's literature and how the vision of childhood presented there compares to their experiences as children. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (6-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 123   CS 217 171

Common Visions, Common Voices Lesson Plan .
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.
PUB DATE- 00
NOTE- 6p.; Also sponsored by the National Trust for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

school environment played a role in the inability of students to acquire this vocabulary. Inadequate time spent on meaningful learning experiences hindered the comprehension required for long-term recall. Parental support was often lacking, which contributed to the children's deficits. A review of the solution strategies suggested by other researchers, combined with an analysis of the problem setting, resulted in the implementation of the following intervention strategies: thematic/functional word walls, the Edmark Reading Program, Home Reading Logs, Dolch Sight Word Wall, a Survival Signs Program, calendar activities, vocabulary games, and community-based field trips. More intervention techniques were needed to improve basic reading sight vocabulary. However, post intervention data indicated that the students improved their knowledge and recognition of functional environmental signs. (Contains 53 references, and 13 tables and 3 figures of data. Appendixes contain student, parent, and teacher survey instruments.) (Author/RS)

ED 442 142   CS 510 320

Murray, Michael
Using the Internet as a Classroom Information and Image Resource for the Development of a Television Advertising Campaign.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the Central States Communication Association (68th, Detroit, MI, April 13-16, 2000). Some photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Assignments; Higher Education; *Information Sources; Instructional Effectiveness; *Internet; Introductory Courses; *Production Techniques; *Radio; Student Motivation; *Television Curriculum
IDENTIFIERS- *Advertising Education; Western Illinois University

This report describes the use of the Internet as an image and information resource in an introductory television and radio production class (COMM 223: Principles of Radio and Television Production) at Western Illinois University. The report states that the class's two lab sections spent the first half of the semester preparing a television advertising campaign portfolio and the second half completing hands-on production assignments in radio. It discusses the specifics of the advertising campaign assignment, lab activities, and some of the problems students encountered in the production of their ad campaigns. The report also offers a brief comparison of Fall 1999 semester to previous semesters in terms of students' success in producing the ad campaign portfolios and their level of motivation and interest in the assignment. Appendixes provide examples of class materials and students' work, which are discussed in the report. (NKA)

ED 442 143   CS 510 330

Henry, Mallika
The Player and the Playing: An Interpretive Study of Richard Courtney's Texts on Learning through Drama.
PUB DATE- 99
NOTE- 411p.; Doctoral dissertation, School of Education, New York University.

them); (4) Notes to the Cast (offering some lines from the script and a discussion of foreshadowing and anachronisms); (5) Set Design (looking at the role of set design, props, and lighting in telling the story and experiencing its magic and mystery); (6) Costume Design (including some preliminary costume sketches and examining how actors "double" parts and how costumes help express character); and (7) The Audience (discussing the audience's role in live theatre). (SR)

ED 442 165   CS 510 354

Stoudt, Charlotte
"The Color of Justice" by Cheryl L. Davis, Presented by Theatreworks U.S.A. Cue Sheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiences; Black Achievement; *Court Litigation; Cultural Activities; Elementary Secondary Education; Production Techniques; *Racial Integration; *Racial Segregation; *Theater Arts; United States History
IDENTIFIERS- *Marshall (Thurgood); Supreme Court

This performance guide is designed for teachers to use with students before and after a performance of "The Color of Justice," by Cheryl L. Davis, the true story of the fight for freedom of an elementary school girl and an outspoken lawyer in the 1950s, and how they teamed up to change forever the way black and white Americans lived and learned together. The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) The True Story of "The Color of Justice" (outlining the real-life events of the early 1950s in the lives of Linda Brown and Thurgood Marshall upon which the play is based, introducing the characters, and explaining some vocabulary terms); (2) The Supreme Court (outlining information about the Supreme Court); (3) The Color Line: Segregation in Daily Life (describing how activities and places were separated based on people's skin color, and offering an activity to help students understand the impact of segregation); (4) Production Notebook: A Closer Look (with ideas of things to listen and look for before and after the performance, a discussion of how an actor can play three different people, description of cooperation on and off stage, and the important role of the audience in this collaboration); and (5) Thurgood Marshall (offering a brief biography of the man who helped to significantly redefine America's sense of justice). Resources for further exploration are listed. (SR)

ED 442 166   CS 510 355

Carr, Gail
Geri Keams: "Coyote and Spider Woman and Other Creation Stories." Cue Sheet.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

NOTE- 36p.; For other RAPSTA studies, see EA 030 431-435.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Ethnic Groups; Government Publications; *Job Satisfaction; *Labor Turnover; *Morale; Public Schools; Questionnaires; *Stress Variables; Teacher Burnout
IDENTIFIERS- *American Samoa

Pacific Resources for Education and Learning (PREL) works with 10 American-affiliated Pacific entities: American Samoa, the Commonwealth of Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap), Guam, Hawaii, the Republic of the Marshall Islands, and the Republic of Palau. This survey raises awareness of the risk factors affecting educators in the Pacific entities and provides insight necessary to redress the concerns of students, policymakers, and educators around the region. The study identified risk factors affecting educators in American Samoa. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition, and stress burnout. Two hundred and three teacher surveys and 32 school administrator surveys were returned. Absenteeism among teachers and administrators does not appear to be a problem. Twenty-five percent of teachers surveyed agreed that they might quit teaching within two years, citing low salaries, poor benefits, and poor working conditions as reasons. Forty-four percent of school administrators surveyed plan to leave school administration within two years, citing low salaries, retirement, personal health problems, and promotion. Appendixes contain teacher and administrator questionnaires. (Contains 17 references.) (DFR)

ED 442 187 EA 030 433

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: Kosrae State, Federated States of Micronesia. Research and Development Cadre. Research Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 35p.; For other RAPSTA studies, see EA 030 431-435.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Ethnic Groups; Government Publications; *Job Satisfaction; *Labor Turnover; *Morale; Public Schools; Questionnaires; *Stress Variables; Teacher Burnout
IDENTIFIERS- *Federated States of Micronesia (Kosrae)

Pacific Resources for Education and Learning (PREL) works with 10 American-affiliated Pacific entities: American Samoa, the Commonwealth of Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap), Guam, Hawaii, the Republic of the Marshall Islands, and the Republic of Palau. The survey raises awareness of the risk factors affecting educators in the Pacific entities and provides insight necessary to redress the concerns of students, policymakers, and educators around the region. The study identified risk factors affecting educators in Kosrae State. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition, and stress burnout. In Kosrae State,

Field, Sharon; Martin, Jim; Miller, Robert; Ward, Michael; Wehmeyer, Michael
A Practical Guide for Teaching Self-Determination.
PUB DATE- 98
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *Curriculum; *Disabilities; Elementary Secondary Education; Family Involvement; *Individualized Education Programs; *Self Determination; *Student Empowerment; *Student Evaluation; Student Participation; Transitional Programs
IDENTIFIERS- *Individualized Transition Plans

Targeted at special education teachers/special population instructors, work experience coordinators, vocational assessment personnel, and guidance counselors, this guide examines the relationships among career development, transition, and self-determination for students with disabilities. The guide uses a question-and-answer format to identify and respond to key topics that practitioners need to address to promote student self-determination in their service settings, and provides detailed reviews of over 30 curriculum materials and assessment tools in the area of self-determination. Specific chapters address: (1) the importance of self-determination and school and family-based interventions to support the development of self-determination; (2) student involvement in the Individualized Education Program and transition process and specific strategies to prepare students for participation and to increase student participation; (3) assessment of self-determination; (4) instructional practices that promote self-determination and family and school administrator roles in promoting self-determination in students; (5) self-determination instructional materials review; and (6) key issues and future directions in self-determination. Curriculum and assessment resources available to educators and service providers are described throughout the guide along with appropriate contact information. In addition, an appendix includes an annotated bibliography of recent articles and books written on the topic of self-determination. (Each chapter contains references.) (CR)

ED 442 208 EC 307 842

Wolf-Schein, Enid G.; Schein, Jerome D.
The Case for Nonintrusive Assessment of Children Who Are Deafblind.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Canadian Conference on Deafblindness (6th, Mississauga, Ontario, Canada, August 12-15, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Observation Techniques; Data Collection; *Deaf Blind; Elementary Secondary Education;

community engagement process are presented that directly involve more people and associations and promote higher levels of organization among people with disabilities and their families and friends. Possibilities for action are described and include: (1) create more family groups; (2) support leadership from among people with disabilities; (3) tell powerful stories; (4) keep person-centered planning vital and outside the orbit of the service system; (5) maintain clear links to political action while pursuing a distinct strategy; (6) develop cooperative projects; and (7) offer formal learning opportunities. (CR)

ED 442 227 EC 307 863

Walker, Pam; Shoultz, Bonnie; Hall, Mair; Harris, Perri
"Learning Community" Discussion Paper: Self-Determination in Vermont.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 33p.; Preparation of this report supported by the National Resource Center on Supported Living and the National Resource Center on Community Integration, Syracuse University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Disabilities; Independent Living; Individual Power; Interviews; *Money Management; *Personal Autonomy; Program Evaluation; Quality of Life; *Self Advocacy; *Self Determination; State Programs; Teamwork
IDENTIFIERS- Vermont

A series of individual and small-group interviews on self determination for individuals with disabilities was conducted as part of the Vermont Self-Determination Project, a 3-year project to implement a statewide system change designed to allow people with developmental disabilities to have control and choice in their lives. The interviews were held with four teams, each composed of a consumer, a family member, and a service agency representative. Additional interviews were conducted with non-team project staff. Results from the interviews indicated that: (1) an important component of self-determination is individual control over lives and money; (2) self-determination must go hand-in-hand with the further development of self-advocacy; (3) it is important that agencies, families, and others work with teams to further support the growth of self-advocacy; (4) clarity is needed on areas of responsibility for individuals who elect to manage their own money through an intermediary service organization; (5) quality-of-life issues need to be examined within the context of self-determination; and (6) real choices are limited within the existing system. Success and challenges of the project and the self-determination teams are discussed. (CR)

ED 442 228 EC 307 864

Olney, Marjorie F.; Harris, Perri
It's All Business: A Site Visit Report on Working Order, Sharpsburg, Pennsylvania.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 21p.; Preparation of this report supported by the National Resource Center on Community Integration, Syracuse University.
LANGUAGE- English

of the alternative certification program are described. Results of the survey indicate that all the states profiled use some sort of collaboration, including partnerships with IHEs, educational service centers, schools for the blind, and other state and local agencies. While some states rely on informal promotions of their certification programs, others target specific individuals or locations within the state in order to recruit students of a particular cultural or ethnic background. (CR)

ED 442 247 EC 307 885

Harkin, Dennis
Are We Swimming in the Right Direction? From Dependency to Self-Determination for Idahoans with Developmental Disabilities.
PUB DATE- 98
NOTE- 25p.; Contributions by Donald L. Shumway. Illustrated by Barrie Ernst.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Change Agents; Change Strategies; Child Advocacy; Children; Cooperative Programs; Delivery Systems; Developmental Disabilities; Independent Living; Interviews; *Mental Retardation; Participative Decision Making; *Policy Formation; *Self Advocacy; *Self Determination; Supported Employment
IDENTIFIERS- *Idaho; Medicaid

This report is based upon a review of current Idaho policies, laws, regulations, and practices that have affected the lives of people with developmental disabilities, interviews with a sample of administrators and staff members representing government, voluntary agencies, self-advocacy groups, and provider agencies, and insights gained from various meetings and presentations on self-determination. It begins by explaining the four basic principles of self-determination: freedom, authority, support, and responsibility. The growing self-advocacy and parent advocacy movements within Idaho are described, along with the movements towards supported employment, deinstitutionalization, supported living, early intervention, and greater family support. Barriers to people achieving self-determination are identified, and recommendations are made to improve the lives of people with developmental disabilities. Recommendations include: (1) look at ways to strengthen the collaboration among people who care about individuals with developmental disabilities; (2) take what has been learned about how people with developmental disabilities can create the lives they want within their communities and find ways to pilot additional opportunities for learning; (3) make individuals with developmental disabilities and their families partners in creating the policies which guide the system of support they rely on; and (4) revise Medicaid-funded developmental disabilities services. (CR)

ED 442 248 EC 307 886

Jewell, Paul
A Reasoning Taxonomy for Gifted Education.
PUB DATE- 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Closer to a Systematic Focus" (Mario de Miguel Diaz); "Evaluation of the University Institution"; (Sebastian Rodriguez Espinar); "Education for Gifted Students" (Carmen Jimenez Fernandez); "Conceptual Contributions and Methodologies in Three Fields of Comparative Pedagogy. Intercultural Education" (Teresa Aguado Odina); "Adaptive Education" (Mercedes Garcia Garcia); and "Perspectives of Psycho-Educational Research. The Linguistic Dimension" (Feli Etxeberria Sagastume). (LR)

ED 442 270 FL 026 261

Pollard, John Douglas Edward
Research and Development: A Complex Relationship Part I and Part II.
PUB DATE- 99
NOTE- 28p.; Previously published in Language Testing Update: 24 Fall 1998 and 26 1999 by the International Association of Language Testers. Part I presented at the CTELT Conference (Al-Ain, United Arab Emirates, 1998); Part II presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (TESOL) (33rd, New York, NY, March 9-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Applied Linguistics; *Computer Assisted Testing; *Computer Managed Instruction; *English (Second Language); Foreign Countries; *Language Proficiency; *Language Tests; Limited English Speaking; *Oral Language; Second Language Instruction; Second Language Learning; Test Validity; Testing
IDENTIFIERS- Messick (Samuel); Saudi Arabia; United Arab Emirates

Part 1 of this document describes the background, format, and early groundwork that went into the development of a test sponsored entirely by private enterprise. The discipline imposed by a financial bottom line imposes special pressures but also offers new opportunities. This private enterprise model is a multi-constructional process where language testing research and literature; English-as-a-Second-Language teacher-cum-test developers; a transient pool of teachers; non-language specialists, directors, managers, and accountants; and the ever-present need for performance-reliable second language assessment all play a role. Close interaction between researchers and practitioners is essential. Part 2 explains how opportunities to use data from such a test-in-development led to more substantial and valid research designs that could be executed in-development to improve assessor training and reporting descriptors. There is a need to assess the impact of varied test formats and task features on interaction and to explore how these events vary in different cultural settings. The design of this test was an attempt to maximize the conversational style of interaction through features of computer-assisted test design, including a succession of holistic evaluations incrementing to a final score, reducing the processing and memory burden on the native speaking interlocutor, and positioning the evaluations at junctures that could allow the native speaking interlocutor to avoid sudden pre-closure and closure moves once the assessor has gotten what is needed from the student. Minimizing topic hopping is essential to make the assessment more like a conversation than an interview. (KFT)

ED 442 271 FL 026 272

teacher researchers and university researchers. In addition to a bibliography, numerous scholarly references are included in the text. (Contains 13 references.) (KFT)

ED 442 289 FL 026 294

Katz, Susan
Promoting Bilingualism in the Era of Unz: Making Sense of the Gap between Research, Policy and Practice in Teacher Education.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education Programs; Bilingual Teachers; Case Studies; Chinese Americans; Elementary Secondary Education; English for Special Purposes; *English (Second Language); Ethnic Bias; Federal Legislation; Filipino Americans; Higher Education; Language Minorities; Mexican Americans; Native Speakers; *Politics of Education; Second Language Instruction; Second Language Learning; Spanish; Spanish Speaking; *Teacher Education
IDENTIFIERS- *California; *Proposition 227 (California 1998)

This paper was written as a response to the political debate in California regarding the proper role of bilingual education in the state's kindergarten through high school public school system. Specifically, it examines, in light of the positions and prescriptions of Proposition 227 (an initiative holding that all California students be taught English as rapidly as possible, effectively mandating substantial revision in the operation and design of bilingual education programs in the state, and approved by the voters by a 61-39 margin in the election in June 1998), how educators of up and coming bilingual education professionals should prepare their students to deal personally and professionally with this emerging situation. The purpose of this study is to gain understanding of how potential bilingual education teachers and researchers should grapple with the complex relationship of research, policy, and practice within the field of bilingual education. Specifically, what does it mean to focus on scholarship that strongly supports native language instruction when, at the same time, public opinion and policy are swiftly shifting in the opposite direction? Most importantly, what kinds of pedagogical experiences can be provided for these students to assist them in making sense of these incongruities? It is concluded that engaging these newly-minted professionals in their own research in bilingual settings, based upon their own questions, provides the best response. (KFT)

ED 442 290 FL 026 296

Izzo, John
Sentence Structure Aberrations in English Writings of Japanese University Students.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Conjunctions; *English (Second Language); *Error Analysis (Language); Foreign Countries;

charts, and other graphics and figures, are also provided. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (Author/KFT)

ED 442 310 FL 801 385

Quann, Steve; Satin, Diana
Learning Computers, Speaking English: Cooperative Activities for Learning English and Basic Word Processing.
PUB DATE- 00
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Communication; *Computer Assisted Instruction; Educational Technology; *English (Second Language); *Learning Activities; Letters (Correspondence); Second Language Instruction; Second Language Learning; Word Processing

This textbook leads high-beginning and intermediate English-as-a-Second-Language (ESL) students through cooperative computer-based activities that combine language learning with training in basic computer skills and word processing. Each unit concentrates on a basic concept of word processing while also focusing on a grammar topic. Skills are built cumulatively; students begin by learning to use the mouse and will advance to understanding the features of a basic word processing system. Many activities involve a job readiness component; after completing the book, students will be able to compose business and cover letters on the computer. This book can be used with any computer that has a Windows 95 or higher operating system. Lessons are based on Microsoft WordPad. Teachers working in other PC or Macintosh applications can use this book as a resource and adapt the lessons; information on how to adapt lessons is included. This book may also be purchased with a disk that contains instructional files and allows students to save their work to their own disk. Chapter topics focus on the following: computer basics and commands; about the mouse, desktop, and future tense; the keyboard and gerunds/infinitives; Windows and the past tense; the file menu and the present perfect; the edit menu and comparatives/superlatives; the format menu and the passive; and the help menu and conditionals. A glossary is also included. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 442 311 FL 801 386

The Year in Review: Reports of Research Conducted by Adult Education Practitioners-Researchers in Virginia. Volume 5: 1995-1996.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Adult Education Services.; Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Adult Education; *Alternative Assessment; Case Studies; Computer Uses in Education; *English (Second Language); *Learning Disabilities; Limited English

ED 442 331 HE 032 903

Trends in Degrees and Certificates by Program: Maryland Higher Education Institutions.
PUB DATE- 00
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; College Graduates; Community Colleges; *Degrees (Academic); Doctoral Degrees; Higher Education; Majors (Students); Masters Degrees; Private Colleges; Public Colleges; State Universities; Tables (Data); *Trend Analysis
IDENTIFIERS- *Maryland

These tables provide data on degrees granted for the period 1986-1999 for all Maryland higher education institutions, both public and private. Data for community colleges is organized by institution, by program, and by level (lower division certificate or associate degree), and for all institutions. Data for four-year institutions is grouped by public institution and independent college and university, by program, and by level (certificate, associate, bachelors, masters, doctoral, first-professional). (CH)

ED 442 332 HE 032 904

Fincher, Cameron
The Purposes and Functions of Policy: Plans, Programs, and Decisions.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administration; Agenda Setting; *Decision Making; Governance; Heuristics; Higher Education; *Institutional Role; Management Information Systems; Models; Organizational Objectives; *Participative Decision Making; *Policy; Policy Analysis; *Policy Formation; Strategic Planning

This documents consists of two monographs, first published in 1973 and 1975, which examine the purpose and functions of institutional policy in dealing with the problems and issues affecting higher education. Their focus is conceptual, and the discussion looks to the philosophical, historical, and sociocultural underpinnings of institutional policy. The first monograph examines public policymaking process as it relates to administration, legislation, ideology, and theory, and also with policy functions and issues, examining planning, decision-making, and programs as functions of policy. The second monograph examines technological change, such as systems analysis, operations research, and management science, and its affect on policy. Two models for reconciling the basic conflict between technology and public policy are offered. The first is a six-step synoptic model for general problem solving; the second heuristic model for political decision making is a group process in which the center of the model is the target for participants in the decision-making process and the action is an interchange rather than a sequential process. The paper concludes that while either model can be effective under some circumstances, the magnitude and complexity of problems to be solved require the complementary features of both models. (Contains 9 endnotes and 39 references.) (CH) process; data and measurement tools; systems requirements; disclosure statement; policy update; cash transmittal form; EDExpress edits; a client account phone list; and the direct loan bulletin. (RH)

ED 442 352 HE 032 926

Minnesota State Colleges and Universities '99 Session: Mandates and Curiosities.
PUB DATE- 99
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Early Childhood Education; Economic Development; *Educational Finance; *Educational Legislation; Elementary Secondary Education; Employment Programs; *Higher Education; Human Services; Labor Force Development; Law Enforcement; *Laws; Retirement Benefits; State Colleges; *State Legislation; State Universities; Teacher Salaries
IDENTIFIERS- *Minnesota

This publication highlights and explains relevant Minnesota legislative developments affecting higher education. For each bill, there is a summary provided in plain English, followed by copies of related portions of the legislation. The bills presented are: (1) Higher Education Omnibus Funding Bill (H.F. 2380); (2) Bonding Omnibus Bill (H.F. 2205); (3) State Employee Compensation Bill (Pay Bill) (S.F. 1721); (4) State Government Finance Bill (H.F. 878); (5) Pension Omnibus Bill (S.F. 319); (6) K-12 Education Omnibus Funding Bill (S.F. 2333); (7) Economic Development Omnibus Bill (H.F. 2390); (8) Employment and Training Data Collection Bill (H.F. 1051); (9) Data Practices Omnibus Bill (S.F. 653); (10) Transportation Omnibus Bill (H.F. 2387); (11) Environment & Agriculture Omnibus Bill (S.F. 2226); (12) Judiciary Finance Omnibus Bill (S.F. 2221); (13) Health & Human Resources Omnibus Bill (S.F. 2225); (14) Tax Bill (H.F. 2420); and (15) Family & Early Childhood Omnibus Bill (H.F. 1467). A map and list of state institutions are included. (RH)

ED 442 353 HE 032 927

Report Card, 1999 for Arizona's Public Universities.
PUB DATE- 99
NOTE- 31p.; For the 2000 report card, see HE 032 928.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Educational Assessment; Educational Planning; *Educational Quality; Elementary Secondary Education; Higher Education; Institutional Characteristics; *Institutional Evaluation; *Organizational Effectiveness; School Business Relationship; School Demography; School Holding Power; Self Evaluation (Groups); *State Universities; Student College Relationship; Student Evaluation of Teacher Performance; Teacher Evaluation
IDENTIFIERS- *Arizona

This annual report on the performance of the three Arizona universities, Arizona State University, Northern Arizona University, and the University of Arizona, informs the general public, elected officials, business leaders, and consumers of higher education about the universities' progress and milestones. In preparing the report, the universities each

Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for chemistry faculty at 260 public and 355 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $57,911 for 2,830 chemistry faculty in public institutions was 0.9 percent higher and the average salary of $55,550 for 1,599 faculty in private institutions was 1.5 percent higher than the average salary for all faculty in all major fields, and, respectively, 0.9 percent per year and 0.8 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 372 HE 032 962

Howe, Richard D.
Salary-Trend Study of Faculty in Communications for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Communications; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for communications faculty at 208 public and 255 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $49,779 for 2,427 communications faculty in public institutions was 15.3 percent lower and the average salary of $47,615 for 1,363 faculty in private institutions was 14.9 percent lower than the average salary for all faculty in all major fields, and, respectively, 1.2 percent per year and 0.9 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 1,207 geological and related sciences faculty at 159 public institutions and 263 faculty at 68 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $58,424 for geological and related sciences faculty in public institutions and the average salary of $65,106 for faculty in private institutions were, respectively, 1.8 percent and 19.0 percent higher than the average salary for all faculty in all major fields. The average salary increase was, respectively, 1.3 percent per year above and 0.1 percent per year below the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 391 HE 032 981

Howe, Richard D.
Salary-Trend Study of Faculty in History for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; *History; *History Instruction; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 3,195 history faculty at 266 public institutions and 1,732 faculty at 337 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $54,508 for history faculty in public institutions and the average salary of $54,744 for faculty in private institutions were, respectively, 5.3 percent lower and 0.1 percent higher than the average salary for all faculty in all major fields. In comparison to the Consumer Price Index average salaries for both public and private institutions increased by 0.9 percent per year. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM) compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for social sciences, general faculty at 64 public institutions and 62 private institutions. The study found that for the 1999-2000 period the average salary of $74,756 for 1,686 social sciences, general faculty in public institutions and $56,938 for 543 social sciences, general faculty in private institutions were, respectively, 30.3 percent and 4.1 percent higher than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 4.8 percent per year and 1.2 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 410 HE 033 000

Howe, Richard D.
Salary-Trend Study of Faculty in Social Work for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Social Work; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for social work faculty at 149 public institutions and 123 private institutions. The study found that for the 1999-2000 period the average salary of $52,818 for 1,150 social work faculty in public institutions and $48,075 for 496 social work faculty in private institutions were, respectively, 8.7 percent and 13.8 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 1.5 percent per year and 1.7 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 411 HE 033 001

Howe, Richard D.
Salary-Trend Study of Faculty in Sociology for the Years 1996-97

an institution of higher learning; curricula include humanities and fine arts, physical and biological sciences, behavioral and social sciences, and professional or applied fields of specialization; governing boards represent the public interest; heritage, tradition, and current programs give a unique sense of purpose and meaning; and the university displays maturity and the capacity for continuing growth and development. (CH)

ED 442 430 HE 033 028

Fincher, Cameron
The 20th Century: Past and Future. IHE Perspectives.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change; Educational Assessment; Higher Education; *Historiography; Institutional Mission; *Intellectual History; Majority Attitudes; Mass Media Effects; Public Opinion; Public Policy; Social Attitudes; *Social History; Universities
IDENTIFIERS- *Twentieth Century

This monograph looks back at the 20th century, seeking to learn about the present by learning from the past. One challenge to institutions of higher learning today is the denial of the intellectual and cultural heritage of the university as a time and place to study and learn, as a community of scholars and scientists, and as a place where knowledge is created, disseminated, and used. The essay challenges those who denounce "rote learning," noting that personal, collective, and institutional memory are essential for comprehension and understanding. The past is where we find it and what we make it. When we recall and use the past to learn about the present, we must do so on the premise that what we learn is related to how we use collective and personal memory and how we study and apply what we recall. The essay concludes that the social, cultural, and educational consequences of 20th century discoveries, inventions, and innovations provide an incentive to learn about the past, and to comprehend and use the knowledge gained. (CH)

ED 442 431 HE 033 029

EDExpress Packaging Training, 2000-2001.
PUB DATE- 00
NOTE- 569p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Finance; *Financial Aid Applicants; Higher Education; Need Analysis (Student Financial Aid); *Paying for College; *Student Financial Aid; Student Financial Aid Officers

This training manual is intended for use by higher education institutions that use the electronic student financial aid packaging process in a Windows environment. Each unit in the manual is organized into several lessons; each lesson presents the material and then provides practical application materials. The first unit is an overview of the EDExpress Packaging system. The second unit covers system setups, and includes essentially unenforceable. The international center drew upon cultural, political, and artistic resources from around the world, and programs were open to all Fisk students and the local citizens of Nashville. By encouraging students to think in a global manner, the program attempted to end students' isolation from world ideas; exposure to outside influences fed the changing mindset of Fisk students and accustomed them to an integrated life style and encouraged them to challenge the norms of the local community. The boundary-pushing international program helped introduce a different way of thinking about race to American blacks at Fisk--one in which integration was possible and desirable. (Contains 26 endnotes.) (CH)

ED 442 450 HE 033 048

Read, Jeannie, Ed.
Statistical Profile of Higher Education in West Virginia, 1999-2000: Enrollment, Programs Offered, Degrees Conferred, and Completers of Teacher Certification Programs, Faculty and Staff Characteristics, Fiscal Data.
PUB DATE- 00
NOTE- 215p.; For the 1998-99 report, see ED 431 371.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; *Educational Finance; *Enrollment; Higher Education; Private Colleges; State Colleges; State Universities; Statistical Data; Tables (Data); Teacher Certification; *Teacher Characteristics; Trend Analysis
IDENTIFIERS- *West Virginia

This report presents data on enrollment, degrees conferred, faculty, and financing for West Virginia institutions of higher education. The data tables examine the characteristics of the 26 institutions in West Virginia's university and state college system, including five- and ten-year trends showing enrollment growth and progress in such areas as student access and diversity. A map showing institution locations and a list of the institutions precedes the tabular material. Tables are grouped into four chapters: (1) enrollment (1990-99), including credit headcount enrollment, full-time equivalent enrollment, in-state enrollment, student age distribution, and continuing education activity; (2) programs offered, degrees conferred, and completers of teacher certification programs, including programs and degrees at public and independent institutions, completers of approved teacher certification programs (1998-99), and total degrees conferred (1989-99); (3) faculty and staff characteristics, fall 1999, including academic rank of full-time instructional faculty, highest degree held by part-time faculty, age of full/part-time faculty, instructional faculty by ethnicity, tenure of instructional faculty, and average nine-month salary; and (4) fiscal data, 1998-99, including statements of current funds revenues, expenditures, transfers and other changes for the combined system, university system statements, state college system statements, and student tuition and fees. (CH)

ED 442 451 HE 033 049

Randall, Monica E.
Retention and Graduation Rates at Maryland Public Four-Year Institutions.
PUB DATE- 00
NOTE- 71p.

developed for the Learning and Skills Council. (YLB)

ED 441 961   CE 080 233

Martinez, Paul
Raising Achievement: A Guide to Successful Strategies.
PUB DATE- 00
NOTE- 131p.; Part of FEDA's Raising Quality and Achievement (RQA) programme with the Association of Colleges (AoC). Foreword by Baroness Blackstone.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Adult Education; *Adult Learning; Case Studies; *Change Strategies; Developed Nations; Foreign Countries; *Instruction; Postsecondary Education; *Student Motivation; Teacher Motivation; Teaching Methods; Tutoring
IDENTIFIERS- *Great Britain; Value Added

With the aid of case studies, this guide looks at the varying strategies colleges have adopted for raising achievement among different student groups. Chapter 1 discusses the context and purposes/objectives of this guide. Chapter 2 discusses and challenges myths about achievement. The remainder of the guide is organized into three main sections. Chapters 3-5 introduce some of the most widely implemented strategies used to improve student motivation; develop value added approaches; and extend and refine arrangements for tutoring. Chapters 6-9 review strategies related to teaching, learning, and the curriculum. They are teaching and pedagogy; curriculum design, structure, and strategy; adult achievement and issues around the assessment of adult learning; and support for achievement (processes that mediate student learning including advice and guidance, recruitment and selection, induction, and settling in). Chapters 10-11 examine issues around motivating staff, processes of managing and implementing change, management at different levels, and possible combinations of top-down and bottom-up approaches. Key points from each chapter are brought together in the final chapter. Appendixes include 79 references; acronyms; a brief summary of the scope and outcomes of the strategies pursued in the different institutions; and additional information. (Contains 82 references.) (YLB)

ED 441 962   CE 080 236

Reio, Thomas G.; Callahan, Jamie L.
Affect, Curiosity, and Socialization-Related Learning: A Path Analysis of Antecedents to Job Performance.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association "Creating Knowledge in the 21st Century: Insights from Multiple Perspectives" (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Affective Behavior; Anger; Anxiety; *Curiosity; *Education Work Relationship; *Job Performance; *Performance Factors; Psychological Studies; Service Occupations; *Socialization

helping job seekers become self-sufficient. (YLB)

ED 441 980 CE 080 268

Mitchell, John
Framing the Future: An E-Commerce Operation.
PUB DATE- 99
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Business; Developed Nations; Foreign Countries; *Information Technology; *International Trade; Internet; Job Training; Postsecondary Education; Secondary Education; Technological Advancement; *Telecommunications; *Vocational Education
IDENTIFIERS- Australia; *Electronic Commerce

This document reports on a study that analyzes the business management processes of Australia's Framing the Future program (FTF) in terms of the extent to which they demonstrate e-commerce principles. Chapter 1 describes the concept of e-commerce in relation to vocational education and training (VET). It defines e-commerce as any business transaction in which participants prepare or transact business or conduct trade in goods or services electronically. Chapter 2 provides an overview of FTF, a staff development program. Chapter 3 provides a fuller explanation of the origins, rationale, and direction of e-commerce as a background to the analysis of FTF in Chapters 4-6. Chapter 4 on operations of the FTF national office shows the national project management team uses a range of e-commerce strategies to enable it to meet mass market and individual demands and to provide a low cost, high speed, very reliable, and high quality service. Chapter 5 discusses a benchmarking exercise that was undertaken to compare FTF with two leading Australian examples of e-commerce. It identifies areas where FTF could improve and extend its e-commerce strategies and impact. Chapter 6 provides results of interviews with a range of key stakeholders to cross-check other findings about the extent to which FTF uses e-commerce. Chapter 7 lists e-strategies to enhance FTF processes and the value of e-commerce for VET. (Contains 28 references.) (YLB)

ED 441 981 CE 080 269

Knapsey, Kath
Framing the Future: People, Places, Projects.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Delivery Systems; Developed Nations; Foreign Countries; *Industry; Job Training; Needs Assessment; *School Business Relationship; *Staff Development; *Student Evaluation; Technical Institutes; *Vocational Education; *Work Experience Programs
IDENTIFIERS- Australia

This publication describes six Framing the Future (FTF) staff development projects that use work-based learning with different project teams and learning activities varying from general awareness to specific skills development in Australia. "The Center for Human Services--Working for Its People" describes a project that introduced a Community Services graduate education. Chapter 1 provides an overview of the case study method. The history of the case method, its theoretical grounding, definition, characteristics, types, and teaching and learning approaches are discussed. To help readers determine whether the case study method is an appropriate choice for their learning environment, the method's advantages, disadvantages, and appropriate usage are addressed in the critical analysis. Chapter 2 presents strategies to assist teachers and learners in successfully using the case method in diverse settings. Chapter 3 contains 74 case studies representing 12 subject areas of business and 14 learning competencies. At the beginning of the chapter, a detailed index assists readers in finding the best case studies for their needs. The detailed index classifies each case by subject area, learning competency, industry type, and grade level. The page number of the corresponding discussion idea for each case is also provided on the index page. Chapter 4 provides discussion ideas for each case study. Chapter 5 presents a comprehensive reference list of 80 sources. (YLB)

ED 441 998 CE 080 292

Fass, Sara; Garner, Barbara
Beyond the GED: Making Conscious Choices about the GED and Your Future. Lesson Plans and Materials for the GED Classroom.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 00
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Careers; Charts; Educational Certificates; Educational Research; Graphs; *High School Equivalency Programs; Higher Education; *Instructional Materials; Labor Market; *Student Certification; Units of Study; *Wages; Writing Skills
IDENTIFIERS- *General Educational Development Tests

Designed for use by General Educational Development (GED) program teachers in GED classrooms, this set of learning materials provide learners with practice in graph and chart reading, calculation, analyzing information, and writing, while they examine the labor market, role of higher education, and economic impact of the GED. Unit 1, The Labor Market, contains these three lessons: What kinds of jobs are out there? What's happening to the jobs that do exist? and Wages. Unit 2, Pursuing Higher Education, has these two lessons: Education and Earnings, and Going to College. Unit 3, What the Research Tells Us, consists of these two units: Policy and the GED, and The Research. Components of each lesson are a list of goals/objectives, materials needed, step-by-step procedures, follow-up activities, and handouts. (YLB)

ED 441 999 CE 080 293

Tyler, John H.; Murnane, Richard J.; Willett, John B.
The Devil Is in the Details: Evidence from the GED on the Role of Examination System Details in Determining Who Passes. NCSALL Reports #16.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 00
NOTE- 38p.

thus actually requiring workers with more training. (KC)

ED 442 016 CE 080 343

Gorard, Stephen; Rees, Gareth; Fevre, Ralph
Learning Trajectories: Analysing the Determinants of Workplace Learning.
PUB DATE- 99
NOTE- 19p.; Paper presented at ESRC Seminar Series: Working To Learn, Seminar One: Can the Learning Age Deliver? Barriers to Access and Progression in Lifelong Learning (Surrey, England, June 24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Apprenticeships; Developed Nations; *Education Work Relationship; *Employment Patterns; *Employment Qualifications; Foreign Countries; *Job Training; *Lifelong Learning; Policy Formation; Postsecondary Education; Public Policy; Self Concept; Student Motivation; Vocational Education
IDENTIFIERS- Learning Patterns; *Wales (South)

A study in South Wales developed the insights provided by previous research into further education and job training by exploring the ways in which the determinants of participation in lifetime learning vary systematically over time and from locality to locality. In addition, the study looked at empirical patterns of participation in lifetime learning through the concept of "trajectories." Data were gathered through a questionnaire survey and semi-structured interviews with 1,104 families in South Wales, as well as through examination of educational information from the institutions in the area. The study found these five lifelong learning trajectories: non-participant, transitional, delayed, lifetime, and immature. The full model of lifetime learning trajectories includes more than 40 independent variables that can be summarized in these five broad factors: time, place, gender, family, and initial schooling. The study found that the pattern of trajectories has changed over time, with lifelong learning and transitional learning increasing and apprenticeship decreasing. In addition, findings indicated that early success or failure at school lays the foundation for learner identity and participation in further education. The study concluded that additional research is needed to improve understanding of the processes of lifetime learning and motivation. (Contains 20 references.) (KC)

ED 442 017 CE 080 346

Gorard, Stephen; Furlong, John; Rees, Gareth
Why U.S. Solutions Don't Travel: Lifetime Learning and Post-Compulsory Education and Training in the U.K.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 97
NOTE- 29p.; Paper presented at the Annual Meeting of the American Sociological Association (Toronto, Canada, August 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Apprenticeships; Developed Nations; *Education Work Relationship; *Employment Patterns; *Employment Qualifications; Foreign Countries; *Job Training; *Lifelong Learning; Policy

antisocial behavior; and (7) commonly used substances. The report includes six suggestions for improving services for adolescents, including incorporating their positive attitudes toward their teachers. (Contains 33 references.) (JDM)

ED 442 038 CG 030 079

Guss, Thomas O.
Toward Individual and Family Well-Being: The Western Kansas Experience in Family Resource Development.
PUB DATE- 99
NOTE- 50p.; Paper presented at the Annual Conference of the Association for Counselor Education and Supervision (New Orleans, LA, October 27-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Support; *Family Life; Family Violence; Marital Satisfaction; Needs; Parenting Skills; Prevention; Program Evaluation; Resilience (Personality); *Rural Areas; Well Being
IDENTIFIERS- *Kansas (West)

Rural communities are often plagued with socioeconomic challenges that contribute to family vulnerability and developmental challenges. Family Development Programs is a course that provides learning experiences related to rural community issues and family interactions with an opportunity to review programs that are provided within the region. Existing services to children and youth are assessed by the Family Development Task Force (FDTF) and programs are evaluated through testimony from the Family Development Focus Group (FDFG) regarding their contributions to family resilience. Also included are exercises to elicit strategic plans such as marital enrichment and alternative parenting strategies directed toward prevention of domestic violence and support of community safety. As a result of the FDTF and FDFG collaborations from 1994-1999 (Kansas Partnership for Family Development and Community Support), a needs assessment for the region is evolving, and priorities for family development are emerging. Also, the importance of a problem solving approach in implementing programs is encouraged through projects that seem useful in professional development of counselors and providers in community planning. Appendix A, Rationale for Program Implementation, is provided. Appendix B discusses individual committees involved with the program. (Contains 7 tables and 27 references.) (Author/MKA)

ED 442 039 CG 030 081

Finkelhor, David; Mitchell, Kimberly J.; Wolak, Janis
Online Victimization: A Report on the Nation's Youth.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 00
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Consumer Protection; *Internet; National Surveys; Needs Assessment; Policy Formation; Pornography; Prevention; Risk Management; *Safety
IDENTIFIERS- *Sex Exploitation; Sex Offenders; Sexual Relationships

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; *Counselor Training; *Distance Education; *Higher Education; Internet; Research; Technology
IDENTIFIERS- *Web Based Training

This chapter explores the use of Web-based instruction to teach career development courses to counseling students. First it describes both near-term and long-term possibilities for electronic syllabus development. Discussion of the near-term possibilities includes a brief overview of student areas and key instructor areas as well as course examples. Then the chapter examines how two recent studies on distance education may guide a prudent use of technology. The first study, "What's the Difference? A Review of Contemporary Research on the Effectiveness of Distance Learning in Higher Education," found that research: (1) tends to emphasize student outcomes for individual courses rather than for a total academic program; (2) does not take into account differences among students; (3) does not adequately explain why the dropout rates of distance learners are higher; (4) does not take into consideration how the different learning styles of students relate to the use of technology; (5) focuses mostly on the impact of individual technologies, rather than on the interaction of multiple technologies; (6) does not include a theoretical or conceptual framework; and (7) does not adequately address the effectiveness of digital libraries. The second study, "The Virtual University & Educational Opportunity," recommends placing access at the core of systems design; keeping the promise of technology in perspective; learning from the distance learning pioneers; taking action to narrow the digital divide; and monitoring progress toward equal access. (MKA)

ED 442 059 CG 030 203

Walz, Garry R; Reedy, L. Star
The International Career Development Library: The Use of Virtual Libraries To Promote Counselor Learning.
PUB DATE- 00
NOTE- 11p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; Counselors; *Electronic Libraries; *World Wide Web

This chapter discusses the development of virtual libraries by the ERIC Clearinghouse for Counseling and Students Services (ERIC/CASS). The International Career Development Library (ICDL) is discussed in detail and the features of the ICDL are described. These features include: the Search feature, providing access to the ICDL database via a customized search engine; Papers and Commentary, which serves as an on-line forum for presenting and discussing information and ideas of interest to career specialists; Reference Room, providing a comprehensive list of links to career-related resources beyond the virtual library; the Training Center, featuring an on-line training registry of instructors prepared to offer training in career-related programs; Member Services, containing the ICDL Library Card that provides special privileges and access to select library features; the Document Submission section, which welcomes materials of interest to practitioners in career the rich history of professional literature that today's reading educators have inherited. The bibliography, divided into 15 sections, spans more than 70 years of reading research and includes works selected as the most useful and relevant to those interested in the history of reading. Sections in the bibliography are: (1) General Works in Reading; (2) Summaries of Reading Research; (3) Reading Paradigms, Perception, and Word Recognition; (4) Oral and Silent Reading; (5) Vocabulary and Comprehension; (6) Readability and Legibility of Text; (7) Readiness; (6) Reading Disabilities and Remediation; (9) Reading Assessment; (10) Texts for Reading Instruction; (11) Professional References Related to the Teaching of Reading; (12) Reading Educators; (13) Writing; (14) Historical Dissertations in Reading Education; and (15) Yearbooks and Organizations of Interest to Reading Educators. (NKA)

ED 442 081   CS 013 976

Making a Difference Means Making It Different: Honoring Children's Rights to Excellent Reading Instruction.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Rights; Classroom Environment; Elementary Secondary Education; Instructional Effectiveness; *Literacy; Position Papers; *Reading Instruction; *Student Needs; Teacher Role
IDENTIFIERS- *International Reading Association

All children must receive the excellent instruction and support they need to learn to read and write. In this position statement, the International Reading Association reviews the challenges the schools face and outlines support children need to become competent readers and writers. The statement pinpoints 10 principles which provide a means for evaluating current policy and classroom practice, and a direction for change where it is necessary: (1) Children have a right to appropriate early reading instruction based on individual needs; (2) Children have a right to reading instruction that builds both skills and the desire to read increasingly complex materials; (3) Children have a right to well-prepared teachers who keep their skills up to date through professional development; (4) Children have a right to access a wide variety of books and reading material in classroom, school, and community libraries; (5) Children have a right to reading assessment that identifies their strengths and their needs and involves them in making decisions about their learning; (6) Children who are struggling with reading have a right to receive intensive instruction from professionals specifically prepared to teach reading; (7) Children have a right to reading instruction that involves parents and communities in their academic lives; (8) Children have a right to reading instruction that makes meaningful use of their first language skills; (9) Children have the right to equal access to the technology used for the improvement of reading instruction; and (10) Children have the right to classrooms that optimize learning opportunities. (NKA)

ED 442 082   CS 013 996

Johns, Jerry L.; Lenski, Susan Davis; Elish-Piper, Laurie and a working-class writer is knowing what you are looking at--the bourgeois writer doesn't have an attitude towards what he sees--he doesn't see how it relates to other things and events." (Contains 13 references.) (NKA)

ED 442 101 CS 217 110

Wiley, Mark
Basic Writers in a Learning Community.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Writing; *College Curriculum; *Grouping (Instructional Purposes); Higher Education; Program Development; Program Effectiveness; *Remedial Programs
IDENTIFIERS- *Course Development; *Learning Communities

This paper describes a successful learning community and curricular experiments with basic writing implemented on a college campus as an example of curricular structures that enable faculty and staff to work together to address students' individual needs. The paper begins by discussing learning communities as effective and flexible institutional restructuring models for working particularly with first-year students, and it provides an example of one community, the Learning Alliance at Cal State University, Long Beach. The paper then suggests methods of working with basic writers within a learning community, including linking sections of basic writing with other Alliance courses and mainstreaming first and second level basic writing courses. The paper concludes by describing the success of the model basic writing program. (Contains 10 references.) (EF)

ED 442 102 CS 217 112

Lee, Amy
Composing Critical Pedagogies: Teaching Writing as Revision. Refiguring English Studies Series.
PUB DATE- 00
NOTE- 319p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; *Freshman Composition; Higher Education; Process Education; *Teacher Improvement; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- *Critical Pedagogy; *Instructional Theory

Taking readers inside a first-year college writing classroom and inviting them to reflect on the social, interpersonal, and institutional issues being worked through in specific classroom discussions, this book presents an account of an honestly politicized college writing classroom and focuses on authentic classroom practices and actual students' voices. Moving beyond familiar debates between process/expressivism and critical pedagogy, the book envisions theory and praxis to be complex and dynamic processes, thereby articulating a pedagogical practice that combines strengths of both sides within current pedagogy. Chapters are: (1) Visions, Versions, and Composing Pedagogies; (2) Politics and Pedagogies; (3) Embodied

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Awareness; *Cultural Context; *Cultural Differences; Language Arts; Lesson Plans; Secondary Education; World Literature; Writing Assignments

The borders that separate and connect different cultures often come into sharpest relief when the focus is on themes and motifs found in the literature or the visual arts of several lands. With the Internet, students can discover such points of intercultural contact for themselves, crossing borders that can lead them to a broader perspective on the common vision human cultures share. The learning objectives of this lesson plan are: to expand awareness of themes and motifs common to many cultures; to encourage critical insight into the ways cultural context influences creative expression; to analyze and interpret the significance of themes and motifs within distinct cultures; and to organize and present a comparative statement of findings. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (9-11), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 124 CS 217 172

Evaluating Eyewitness Reports Lesson Plan .
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.
PUB DATE- 00
NOTE- 7p.; Also sponsored by the National Trust for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Civil War (United States); Historiography; *History Instruction; Interviews; Language Arts; Lesson Plans; Primary Sources; Research Skills; Research Tools; Resource Materials; Secondary Education; Writing Assignments
IDENTIFIERS- Chicago Fire 1871; *Witnesses

This lesson offers students experience in making historical meaning from eyewitness accounts that present a range of different perspectives. Students begin with a case study in working with alternative reports of a single event: the Great Chicago Fire of 1871. First, they compare two newspaper reports on the fire, then two memoirs of the fire written many decades later. After noting how these accounts complement and compete with each another, students produce a research report explaining how they would use these primary source materials to write three kinds of history: a factual account of the fire, a description of the historical experience, and an interpretation of the fire's historical significance. Turning from this well-documented event, students next consider a unique eyewitness account--the diary kept by a Confederate girl when her Tennessee town was occupied by Union troops during the Civil War. The lesson asks students to evaluate the reliability of this primary source and to draw up a list of questions they would want to ask and issues they would want to explore before

LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Drama; *Learning Processes; Metaphors; Qualitative Research; *Scholarship

Using qualitative and interpretive methodologies, this dissertation analyzed Richard Courtney's writings to interpret his basic ideas on learning through drama. It focused on later writings (1989, 1990, 1995, 1997) in which Courtney distilled ideas he had been working on for as many as 30 years. It approached Courtney's texts using dramatistic metaphors which concretized his predominantly abstract writings. These metaphors focused on finding the basic elements of a drama: the setting, the act, the actor, and the Other. Through the lenses afforded by these metaphors, the thesis examined Courtney's wide-ranging, eclectic and often imprecise ideas to distill major themes. Courtney used notions like metaphor, symbol, ritual, Being, mind, perspective, oscillation and quaternity with apparently shifting definitions and loosely circumscribed meanings. It collected and analyzed Courtney's meanings recursively, both distilling Courtney's meanings and expanding them through concrete hypothetical examples. Courtney wrote about drama in abstract terms, using notions he had garnered from other disciplines to describe the process of learning through drama. The final construction that emerged in this dissertation represents the experience of the actor/learner: it is concentric, radiating from a nub which represents the feelings and imagination of the actor. Radiating circles represent the actor's metaphoric thinking, taken here as a cognitive approach to perspectival understandings of self and others, in an existential form of learning. This construction has implications for research and education. It refers to the many dramas that take place in living interactions. It is a construction for understanding and facilitating the learning processes which take place in the dynamic interactions between people, and which inform personal awareness and understanding. Contains approximately 675 references and 24 figures. Appendixes contain sample pages from Courtney's bibliography, sample letters from him, and a photograph of Courtney. (Author/RS)

ED 442 144 CS 510 331

Hiebert, Ray E., Ed.
PR Bibliography, 2000.
PUB DATE- 00
NOTE- 115p.; "Pergamon." For the 1999 edition, see ED 432 021.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- Administration; Annotated Bibliographies; Ethics; Higher Education; *Marketing; Mass Media Effects; *Media Research; *Organizational Communication; *Public Relations; Speech Communication
IDENTIFIERS- Professional Concerns; Research Synthesis

This annotated bibliography presents an overview of journal articles and books on public relations that can be helpful to teachers and students as well as to practitioners and managers. Categories for this 2000 edition correspond to knowledge needed by public relations undergraduate majors, as determined in a study conducted by the 1999 Commission on Public Relations Education. This bibliography is subdivided into 37 categories including: campaigns; corporate social responsibility; cultural

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; American Indian Literature; Audiences; Cultural Activities; Elementary Secondary Education; Multicultural Education; *Navajo (Nation); *Story Telling; *Theater Arts
IDENTIFIERS- Coyote Stories; *Drama in Education; *Native Americans

This performance guide is designed for teachers to use with students before and after a storytelling performance of "Coyote and Spider Woman and Other Creation Stories," by Geri Keams, a Navajo storyteller. The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) The Storyteller Tells Her Story (where the storyteller describes the importance of storytelling as she was growing up and discusses her work); (2) Telling Stories (discussing why tell stories, what makes good storytelling--including words, voice, facial expressions, and body movements, and listeners who are partners--and what makes a story worth telling); (3) The Stories (providing some information about two stories and offering a Venn diagram for story discussion); (4) Picturing a Story (with an illustration activity for students based on the performance they attended); and (5) What Did You Learn? (an activity sheet to show what students learned about Native Americans from listening to these stories). Resources for further exploration are listed. (SR)

ED 442 167 CS 510 356

Carr, John C.
John Steinbeck: "The Pearl," Adapted by Warren Frost and Dramatized for the Kennedy Center by Nick Olcott. Cue Sheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 14p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiences; Class Activities; Cultural Activities; Elementary Secondary Education; Novels; Production Techniques; *Theater Arts
IDENTIFIERS- *Drama in Education; *Pearl (The); Steinbeck (John)

This performance guide is designed for teachers to use with students before and after a performance of "The Pearl" by John Steinbeck, adapted by Warren Frost and dramatized for the Kennedy Center by Nick Olcott. It is in the form of a Director's Notebook--a scrapbook/journal of clippings, memos, lists, illustrations, notes, and other items--to show students how a director finds and develops ideas to make a playwright's script come to life on stage. The "Cuesheet" contains 10 sheets for use in class, addressing: (1) Locale and Origin of "The Pearl" (looking at the original folktale heard in Baja, California); (2) The Story and Characters of the Play; (3) Important Dialogue (with important lines from the play for discussion); (4) Social Background and Resources (looking at social and power relationships in the story, and listing resources for further exploration); (5) Design Problems To Solve (looking at set, sound and music, and costume design issues that contribute to the play's effectiveness); (6) Pearl Lore (with information about how pearls are formed, their value, where they are cultured, and beliefs about pearls); (7)

144 teacher surveys and 12 administrator surveys were returned. Absenteeism among teachers and administrators does not appear to be a problem; however, absenteeism among administrators was one of the highest among Pacific entities. Administrators cited workshops, training, illness, funerals, and leave as reasons for their absenteeism. Approximately 28 percent of teachers reported that they may leave teaching within 2 years, citing low salaries, no school support, not enough materials and supplies, poor working conditions, and too much stress. Appendixes contain teacher and administrator questionnaires. (Contains 17 references.) (DFR)

ED 442 188 EA 030 434

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: Republic of Palau. Research and Development Cadre. Research Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 36p.; For other RAPSTA studies, see EA 030 431-435.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Ethnic Groups; Government Publications; *Job Satisfaction; *Labor Turnover; *Morale; Public Schools; Questionnaires; *Stress Variables; Teacher Burnout
IDENTIFIERS- *Palau

Pacific Resources for Education and Learning (PREL) works with 10 American-affiliated Pacific entities: American Samoa, the Commonwealth of Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap), Guam, Hawaii, the Republic of the Marshall Islands, and the Republic of Palau. The survey raises awareness of the risk factors affecting educators in the Pacific entities and provides insight necessary to redress the concerns of students, policymakers, and educators around the region. The study identified risk factors affecting educators in the Republic of Palau. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition, and stress burnout. In the Republic of Palau, 159 teacher and 20 administrator surveys were returned. Absenteeism for both teachers and administrators is higher than in many of the other Pacific entities. The main reasons cited were personal illness, funerals, and a sick family member. Approximately 27 percent of teachers surveyed stated they may leave within two years due to low salaries, health problems, retirement, poor relationships with parents, students' bad attitudes, and pressure from the community. The data collected in the study reveal the extent of these problems and shed some light on possible contributing factors. Appendixes contain teacher and administrator questionnaires. (Contains 17 references.) (DFR)

ED 442 189 EA 030 435

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: Republic of the Marshall Islands (RMI). Research and Development Cadre. Research Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 36p.; For other RAPSTA studies, see EA 030 431-434.

*Evaluation Methods; Foreign Countries; Multiple Disabilities; *Naturalistic Observation; *Participant Observation; Research Methodology; Scientific Methodology; *Student Evaluation
IDENTIFIERS- Canada; *Testing Accommodations (Disabilities); United States

This paper addresses the special problems in assessment of pupils who are congenitally or prelingually deafblind and who may have other disabilities, and argues that nonintrusive instruments and procedures are the assessment tools of choice. It contends that not enough attention has been given to developing, validating, and applying assessment procedures that meet the specialized needs of individuals whose major problem is not lack of inherent ability but a lack of opportunity to experience the world through the distance receptors of sound and/or sight, and that the use of inappropriate tests has led to placing children with deaf-blindness in unsuitable settings and cutting them off from learning what they must know for successful adaptation. The paper presents a fictitious case study to introduce nonintrusive assessment and BASIC (Behavioral Assessment Schedules for Individual Children), a nonintrusive assessment instrument. BASIC does not directly involve the pupil in a specific, structured task presented in a formal manner, but rather uses behavior observations. Ways in which nonintrusive assessments differ from currently applied standardized assessment tools are discussed, and nonintrusive measures that successfully assess persons who are deaf-blind are described. (CR)

ED 442 209 EC 307 844

Blake, Christopher, R. L.; Garner, Philip
"We May Give Advice but We Can Never Prompt Behavior": Lessons from Britain in Teaching Students Whose Behavior Causes Concern.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Elementary Secondary Education; *Emotional Disturbances; Foreign Countries; *Personality Traits; *Teacher Attitudes; *Teacher Characteristics; Teacher Competencies; *Teacher Student Relationship
IDENTIFIERS- Great Britain

This report focuses on teacher characteristics that enable teachers to work effectively with students with behavior disorders. A study was conducted that asked 60 British teachers, all of whom had some designated responsibilities for students with behavior problems, to identify a set of personal and professional characteristics which were most likely to equip teachers to work successfully with students with emotional and behavior disorders. In addition, the teachers were asked to rank their selection according to importance or significance. Findings indicate teachers found it very difficult to separate the professional characteristics of doing their job from those of a more personal nature. Communication skills, besides being the most frequently mentioned professional characteristic, were also prioritized as the most important. Skills with individual students were prioritized first by 14 percent of the teachers, while classroom management was identified by 11 percent. The use of humor was identified as the most important personal attribute, both in terms of

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Careers; Case Studies; Community Programs; *Disabilities; *Entrepreneurship; Financial Support; Helping Relationship; *Mentors; Merchants; Program Development; Self Employment; Severe Disabilities; *Small Businesses

This report discusses the results of a case study of Working Order, a Pennsylvania program designed to develop entrepreneurs with and without disabilities by sharing the expertise, resources, and skills of small business owners. The strategy of the program is to invite competitive entrepreneurs, those who could likely produce and sell their services or products on the open market, to share space with and support entrepreneurs who would likely not be able to compete in the marketplace due to their disabilities. The report describes how the program was started, its organizational structure and financing, its location in a former high school that has been converted to a community center, advantages to members, the business plan, and mentorships. Support strategies and three member profiles are discussed. Experiences with cooperative entrepreneurship, the importance of a well-developed mission statement, advantages of entrepreneurship for people with severe disabilities, ways to by-pass traditional funding and regulatory mechanisms, and the benefits of mutual support are also addressed. The report closes with a discussion on the challenges that Working Order is facing, including enticing competitive entrepreneurs. (CR)

ED 442 229 EC 307 865

O'Brien, John
Learning about Community Support for the Families of Children with Disabilities. Reflections on the Local Liaison Learning Group. Parent Leadership Program.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 31p.; Produced with Bryn Fortune, Sharon Dietrich, John Blough, and Nancy Peeler.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Attitude Change; *Change Agents; *Change Strategies; Child Advocacy; Children; *Community Change; *Disabilities; Family Involvement; Groups; Parent Associations; Performance Factors; Social Change; *Teamwork

The Parent Leadership Program team that created and facilitated a Local Liaison Learning Group between September 1998 and November 1999 gathered in mid-January 2000 to discuss what they had learned. The Learning Group was thought of by the Parent Leadership Program team as an applied research setting for investigating the conditions that support or undermine change in families of children with disabilities and their communities. The compilation of a learning history, designed to capture Learning Group participants' views of their local projects at four points in the project years, describes a process intended to support change and intervention which mostly did not occur, because of the inability of project teams to overcome the barriers to taking any sustained and broad-based action to influence their communities. The learning process did, however, contain important lessons for people concerned about improving family support and creating effective parent-professional partnerships. Lessons were learned also

DESCRIPTORS- Adults; Children; *Classification; *Cognitive Processes; *Critical Thinking; Elementary Secondary Education; *Evaluative Thinking; *Gifted; Individual Characteristics; Metacognition; Problem Solving; *Thinking Skills

This paper presents a reasoning taxonomy to explain reasoning objectives, strategies, and habits available to the advanced thinker. It begins by explaining the first part of the taxonomy, objectives of reasoning, including the need for skilled thinkers to reason with a purpose and to understand how the world works so that they can engage with it. Skilled thinkers use their knowledge and skills to make plans, to solve problems, and to communicate with others. They are able to make recommendations to others and provide reasons for them. The second part of the taxonomy, reasoning strategies, is then described. Reasoning strategies of gifted thinkers include the analysis and evaluation of ideas and arguments, the categorization and relating of items of knowledge, the movement from issue to questions to proposition, the consideration of evidence, and the employment of moral reasoning. The final section of the taxonomy, reasoning dispositions, posits that good reasoners value open-mindedness, objectivity, intellectual integrity, and impartiality and habitually practice metacognition. (Contains 43 references.) (CR)

ED 442 249 EC 307 887

Hallenbeck, Mark; Bockorny, Jody; Schnabel, Gwen; Lantz, Sandy; TeGrootenhuis, Susan

First-Hand Knowledge of Learning Disabilities: Online Mentoring for Preservice Teachers.

PUB DATE- 00

NOTE- 46p.; Poster Presentation at the Annual Convention of the Council for Exceptional Children (Vancouver, British Columbia, Canada, April 5-8, 2000).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Accommodations (Disabilities); Case Studies; Distance Education; Electronic Mail; Elementary Secondary Education; Higher Education; *Learning Disabilities; *Mentors; Online Systems; Participant Observation; *Preservice Teacher Education; Program Evaluation; *Teacher Collaboration; *Teacher Education Programs

This paper describes a project in which teacher education students were paired with practicing teachers for a semester-long e-mail conversation about classroom accommodations for students with learning disabilities (LD). The objective of the project was to enable undergraduate teacher education students planning to teach students with learning disabilities to share online questions and comments with practicing teachers experienced in working with these students. The project was successful in creating an online community in which students gather firsthand knowledge from teacher mentors, and the teachers contribute to the training of their student partners. Both students and teachers responded enthusiastically to the project on follow-up surveys and student reports. Qualitative analysis of conversation printouts and case study reports indicated that valuable learning occurs at both ends of the conversations. Most conversations took on a very personal flavor, and topics discussed included both the "assigned" topic and others of personal interest to the students. Students received a wealth of information on learning disabilities from their teacher partners, including both conceptual information

Hu, Helen Chau
Developing Reflective Procedures in Learner-Writers.
SPONS. AGENCY- California State Univ., Long Beach.
PUB DATE- 00
NOTE- 14p.; An earlier draft, entitled "Reflective versus External Procedures in Developmental Rhetoric," was presented at the Annual Conference of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Coherence; College Students; English (Second Language); Higher Education; Second Language Instruction; Second Language Learning; Teacher Student Relationship; *Teaching Methods; *Writing (Composition); *Writing Instruction; *Writing Processes; Writing Research; Writing Strategies
IDENTIFIERS- *Reflective Practice

Learning to write is difficult, especially for those beginning the process at the university level, such as dialect speakers of English and speakers of English as a Second Language. Recent pedagogical experimentation with external dialogues involving instructors and peers to provoke critical thinking have not been very successful. One explanation for this is grounded in the theory that the types of coherence underlying speaking and writing are different, one being interactional and the other being rhetorical, with the interactional not necessarily engendering the rhetorical. In dialogues, there are two interlocutors with roughly equal roles. By contrast, when one writes or rewrites, information must be organized hierarchically and logically as writing continues and as the topic dictates; the writer is in a more or less solitary engagement. This paper concludes that even early training in expository writing should stress rhetorical coherence. One way to do so is to make the reflective and critical operations explicit through individually-tailored cognitive induction. Such operations stand a fair chance of being internalized, permanently improving writing performance. This paper proposes a growth model of writing aimed at independence, suggesting the appropriate roles for both teacher and student in fostering cognitive development in learners. (Contains 24 references.) (Author/KFT)

ED 442 272 FL 026 273

Chi, Feng-Ming
The Writer, the Teacher, and the Text: Examples From Taiwanese EFL College Students.
PUB DATE- 99
NOTE- 30p.; Paper presented at the World Congress of Applied Linguistics (12th, Tokyo, Japan, August 1-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Students; *English (Second Language); *Feedback; Foreign Countries; Higher Education; Majors (Students); Questionnaires; *Revision (Written Composition); Second Language Instruction; Second Language Learning; *Teaching Methods; Writing (Composition); *Writing Instruction
IDENTIFIERS- Taiwan

This paper investigates the writing revision strategies employed by Taiwanese English-as-a-foreign-language (EFL) college

*Grammar; Higher Education; Japanese; Second Language Instruction; Second Language Learning; *Sentence Structure; *Writing (Composition); Writing Instruction; Writing Strategies
IDENTIFIERS- Japan

Japanese university English-as-a-Foreign-Language (EFL) students have problems structuring English sentences, especially complex compound sentences. This study reviewed undergraduate EFL student writings from three Japanese universities to identify common sentence structure aberrations. Four types of sentence structure aberrations were examined: fused sentences; run-on sentences; sentence fragments; and the use of coordinating conjunctions to start simple sentences. The goal of the study was to identify specific words associated with these sentence aberrations. The review revealed that the most common mistakes for the study group involved the use of the subordinating conjunctions "and" and "but" to start simple sentences rather than to join independent clauses. The use or omission of these words in other cases resulted in run-on or fused sentences. The second most common error was sentence fragments associated with the specific "because" clauses and "for example" lists. It is concluded that Japanese university level EFL writers in general need more instruction and writing assignments that involve the use of the coordinating conjunctions "and" and "but," the subordinating conjunction "because," and the introductory phrase "for example." (Contains 15 references.) (KFT)

ED 442 291   FL 026 297

McLaughlin, Barry; August, Diane; Snow, Catherine; Carlo, Maria; Dressler, Cheryl; White, Claire; Lively, Teresa; Lippman, David
Vocabulary Improvement and Reading in English Language Learners: An Intervention Study.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cross Sectional Studies; Elementary School Students; *English (Second Language); Grade 4; Grade 5; Intermediate Grades; *Intervention; Language Minorities; Limited English Speaking; Longitudinal Studies; *Reading Comprehension; Second Language Instruction; Second Language Learning; *Vocabulary Development
IDENTIFIERS- California; Massachusetts; Virginia

This study involves the collaboration of researchers with 24 teachers in a 3-year intervention study aimed at investigating and improving vocabulary knowledge and reading comprehension of fourth and fifth grade students for whom English is a second language. Cross-sectional and longitudinal data were collected on various aspects of vocabulary knowledge and reading comprehension of English language learners and English-only peers. In year one, the vocabulary knowledge of all students was tested, and a large gap between the English language learners and English-only students was discovered. A set of lessons was subsequently developed that was hoped would reduce the gap between the groups. In year two, the lessons (20-40 minutes long, offered 4 days a week for 12 to 15 weeks) were given to fourth graders at sites in three states. It was found that after 12 weeks of supplemental instruction the breadth of vocabulary knowledge was measurably improved, but reading comprehension was not noticeably improved. In year three, the intervention was again administered to the same students, now in fifth grade, and to a new group of fifth graders. Students receiving this extra instruction outperformed comparable

Speaking; Second Language Instruction; Second Language Learning; Spanish Speaking; Student Evaluation
IDENTIFIERS- 353 Project

This report contains four separate articles of interest to adult English-as-a-second-language (ESL) educators. "Learning Disabilities in Adult ESL: Case Studies and Directions" (Dorothy Almanza, Kate Singleton, Lynda Terrill) looks at three case studies of adult ESL students whom teachers have identified as possibly learning disabled. Research has indicated that adult ESL students who do not make progress as expected may benefit from quiet surroundings and tutorials. "Alternative Assessment: Exploring Affective Benchmarks of Progress" (Betty Lynch, Susan Otero, Jennifer Slater, Carol H. Van Duzer) is designed as a follow-up to a previous study, the Alternative Assessment Integrated Research Project. The earlier study identified ways to assess student skills, to determine student perceptions and attitudes about learning and assessment, and to identify student goals and literacy practices. This study continues this work by exploring the benchmarks of affective behavior identified in the first study. "Individual Acculturation and Language Learning" (Vesna Davis) is a case study of students on the Eastern Shore of Maryland, focusing on their various experiences of adjustment to life in America. A technical discussion of "Spanglish" is included. "Cyber This and Cyber That: Negotiating Computer Learning" (Suzanne Cockley) examines the ways 17 adult educators have learned to use their computers in instruction. Their experiences are examined in light of the Stages of Literacy Development research by O'Donnell and Wood. References, appendices, and data are included in the various papers as appropriate. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 442 312 FL 801 387

Florez, MaryAnn Cunningham
Native Language in the Beginning Adult ESL Classroom: To Use or Not To Use.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Classroom Techniques; *English (Second Language); Introductory Courses; *Literacy Education; Second Language Instruction; Second Language Learning; Spanish; Spanish Speaking; Teaching Methods
IDENTIFIERS- *Native Language

This very brief paper discusses whether and how to use the learners' native language in the English-as-a-Second-Language (ESL) classroom in the event that the instructor and all the students share the same language (Spanish in this case). The pedagogic disadvantages for ESL learners of being allowed to fall back on the native language are discussed. Several decisions regarding the uses of the learners' native language in class are highlighted. First, it was decided that use of Spanish by the instructor should be limited to classroom community building (exchanges that helped establish trust, congeniality, comfort in taking risks); affective support (discussions of difficulties, fears, confusion, victories); and discussion of fine or abstract points related to language and culture. These are areas that are very important to the language learning process and that beginning level learners

ED 442 333 HE 032 905

Fincher, Cameron
Social Justice, the Public Interest and the Scholastic Aptitude Test (SAT).
PUB DATE- 99
NOTE- 16p.; Originally published in Anton J. M. Luijten, Ed., "Issues in Public Examinations: Proceedings of the 1990 IAEA International Association for Educational Assessment Conference," Utrecht, Uitgeverij Lemma B.V., Netherlands, 1991.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Accountability; Educational Discrimination; *Educational Equity (Finance); *Educational Policy; Equal Education; Evaluation Criteria; Excellence in Education; Higher Education; Nondiscriminatory Education; *Outcomes of Education; Public Opinion; *Public Policy; Social Discrimination; *Standardized Tests
IDENTIFIERS- *Scholastic Assessment Tests

This monograph examines use of standardized tests in higher education, particularly the Scholastic Assessment Tests (SAT), as an issue of social justice and the public interest and in the context of national concerns over access, equity, and demands for accountability. The paper notes public interest in access and equity beginning with 1930s concepts of "democratic arithmetic," to the World War II era Servicemen's Readjustment Act of 1944, and then the National Defense Education Act of 1958. In the postwar years, public interest focused on excellence in education and the concept of testing student aptitudes and abilities. In the late 1960s, concerns with social justice became paramount, and public expectations moved from concepts of equal educational opportunities, to expectations of equal educational outcomes, to fairness in educational access and societal benefits. Since the 1980s, interest has focused on assessment of educational outcomes, and critics have argued against the SAT as an assessment measure. The paper holds, however, that in addition to its usefulness as a general measure of intellectual/academic competence, the SAT has many uses in academic decision making. But more importantly, the debate about the validity and usefulness of the SAT has contributed substantially to the clarification of public policies concerning access and equity. (Contains 17 references.) (CH)

ED 442 334 HE 032 906

Lacey, Candace H.; Saleh, Amany; Gorman, Reita
Teaching Nine to Five: A Study of the Teaching Styles of Male and Female Professors.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Women in Educational Leadership Conference (Lincoln, Nebraska, October 11-12, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Classroom Environment; College Faculty; Females; Higher Education; Males; Personality Studies; *Sex Differences; Teacher Behavior; Teacher Evaluation; Teacher Orientation; *Teacher Student Relationship; *Teachers; Teaching Methods; *Teaching Styles; *Women Faculty

completed a self-assessment for performance indicators in four categories: quality and effectiveness of undergraduate education, quality of instruction, demonstrating excellence and innovation, and utilization of resources; these are then graded by the Board of Regents relative to seven strategic factors established for improving the quality of Arizona higher education. The report notes that out of a total of 18 indicators used for the academic year 1999, 6 were superior, 10 were satisfactory, 2 showed a need for improvement, and none were unsatisfactory. Other sections of the report include information on the scope, size and character of the system; a review of the policy achievements of the Board of Regents in addressing issues of accessibility, community college students, service to K-12 education, private sector participation, and planning for growth; and campus highlights for each of the three universities. (RH)

ED 442 354 HE 032 928

Arizona University System: 2000 Report Card.
PUB DATE- 00
NOTE- 32p.; For the 1999 report card, see HE 032 927.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Accountability; *Educational Assessment; Educational Planning; *Educational Quality; Higher Education; Institutional Characteristics; *Institutional Evaluation; *Organizational Effectiveness; School Business Relationship; School Demography; School Holding Power; Self Evaluation (Groups); *State Universities; Student College Relationship; Student Evaluation of Teacher Performance; Teacher Evaluation
IDENTIFIERS- *Arizona; Learner Centered Instruction

This annual report on the performance of the three Arizona universities, Arizona State University, Northern Arizona University, and the University of Arizona, informs the general public, elected officials, business leaders, and consumers of higher education about the universities' progress and milestones. In preparing the report, the universities complete a self-assessment for performance indicators in four categories: quality and effectiveness of undergraduate education, quality of instruction, demonstrating excellence and innovation, and utilization of resources; these are then graded by the Board of Regents relative to seven strategic factors established for improving the quality of Arizona higher education. The report notes that out of a total of 19 indicators used for the academic year 2000, 5 were superior, 12 were satisfactory, 2 showed a need for improvement, and none were unsatisfactory. Other sections of the report include information on the scope, size and character of the system; a review of the policy achievements of the Board of Regents in addressing issues of accessibility, learner-centered education, tuition and fees, undergraduate accountability, public-private partnerships, the governor's task force on higher education, the Arizona Partnership for the New Economy, and biennial budgeting; and campus highlights for each of the three universities. (RH)

ED 442 355 HE 032 929

Go Places.
PUB DATE- 99

participating public and private colleges. (SM)

ED 442 373 HE 032 963

Howe, Richard D.
Salary-Trend Study of Faculty in Communications Technologies for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Communications; Comparative Analysis; Higher Education; *Information Technology; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for communications technologies faculty at 19 public and 16 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $53,096 for 93 communications technologies faculty in public institutions was 8.1 percent lower and the average salary of $50,343 for 124 faculty in private institutions was 8.7 percent lower than the average salary for all faculty in all major fields, and, respectively, 0.3 percent per year and 2.0 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 374 HE 032 964

Howe, Richard D.
Salary-Trend Study of Faculty in Computer and Information Sciences for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Computer Science; Higher Education; *Information Science; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer

ED 442 392 HE 032 982

Howe, Richard D.
Salary-Trend Study of Faculty in Home Economics, General for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; *Home Economics Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 1,056 home economics, general faculty at 95 public institutions and 102 faculty at 27 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $52,399 for home economics, general faculty in public institutions and the average salary of $47,104 for faculty in private institutions were, respectively, 9.5 percent and 16.2 percent lower than the average salary for all faculty in all major fields. The average salary increase was, respectively, 1.3 percent per year above and 0.1 percent per year below the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 393 HE 032 983

Howe, Richard D.
Salary-Trend Study of Faculty in Library Science for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Library Science; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic and 1999-00.

SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.

PUB DATE- 00

NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Sociology; Statistical Data; *Teacher Salaries; Trend Analysis

IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for sociology faculty at 238 public institutions and 264 private institutions. The study found that for the 1999-2000 period the average salary of $54,074 for 2,118 sociology faculty in public institutions and $52,887 for 977 sociology faculty in private institutions were, respectively, 6.1 percent and 4.2 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 1.2 percent per year and 1.2 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 412 HE 033 002

Howe, Richard D.

Salary-Trend Study of Faculty in Special Education for the Years 1996-97 and 1999-00.

SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.

PUB DATE- 00

NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Preservice Teacher Education; *Private Colleges; *Public Colleges; *Salaries; *Special Education; Statistical Data; Trend Analysis

IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private lessons on the user database, various types of documents and document tracking procedures, budgets, fund maintenance, and award methodology. Unit 3 covers managing data, and Unit 4 covers document tracking. Unit 5 covers working with student awards and includes lessons on validating packaging data and creating and modifying financial aid packages. Unit 6 covers EDExpress reports. Unit 7 offers 13 advanced exercises that help the user apply the lessons learned in prior units. Five appendixes cover working with queries and provide blank worksheets, answer keys, sample user letters, and a quick reference section. (CH)

ED 442 432 HE 033 030

EDExpress Pell Training, 2000-2001.
PUB DATE- 00
NOTE- 383p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Finance; *Financial Aid Applicants; Higher Education; Need Analysis (Student Financial Aid); *Paying for College; *Student Financial Aid; Student Financial Aid Officers
IDENTIFIERS- *Pell Grant Program

This training manual is intended for higher education institutions that process Federal Pell Grants under a new system called the recipient financial management system (RFMS). The RFMS system is part of the electronic data exchange process which allows schools to send and receive Title IV student financial aid application data to and from the Department of Education. The manual is organized in six units: Unit 1 is an overview and introduction to the RFMS system. Unit 2 covers origination and explains how to enter, export, and import data both manually and electronically. Unit 3 covers disbursement and provides lessons in handling multiple reporting records; creating, exporting and importing disbursement records; and creating special disbursement records. Unit 4 covers funding, and Unit 5 covers requesting data. Unit 6 is a review lesson on applying what has been learned. The three appendixes include charts of record layouts, a glossary, and answers to exercises. (CH)

ED 442 433 HE 033 031

Chen, Sheying; Cheng, David X.
Remedial Education and Grading: A Case Study Approach to Two Critical Issues in American Higher Education. A Research Report Submitted to the Research Foundation of the City University of New York.
SPONS. AGENCY- City Coll. Research Foundation, New York, NY.
PUB DATE- 99
NOTE- 59p.; Papers based on the studies were presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 2, 1999) and at the Anniversary Conference of North East Association for Institutional Research (25th, Philadelphia, PA, November 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Asian American Students; Black Students; *College Attendance; *College Graduates; Enrollment Management; Ethnic Groups; Females; Higher Education; Hispanic American Students; Males; *School Holding Power; *State Colleges; *State Universities; Tables (Data); Whites
IDENTIFIERS- African Americans; *Maryland

This report presents retention and graduation patterns of full-time undergraduate students at Maryland's public four-year colleges and universities from 1979-98, and specifically the number and percentage of students who were retained at their original public four-year campus and those who graduated from any senior college or university in the state. Tables cover: (1) trends in retention and graduation rates (1978-98) for all students, by ethnicity and by gender; (2) trends in retention and graduation rates (1978-98) by institution for all students, by ethnicity (African Americans and whites), and by gender. The report notes that the statewide second-year retention rate was 81.9 percent, the highest ever; retention rates for African American students are lower than those of other groups; and for female students retention of the 1998 cohort was 82.9 percent compared to 80.6 percent for male students. The six-year graduation rate statewide for all new full-time students was 55.4 percent, a slight decline from the previous year; African American students lag behind those of other ethic groups, although the gap has narrowed since 1978; and women are more likely to graduate in six years than men. Also noted are the schools with the highest second-year retention and graduation rates, by ethnicity and by gender. (CH)

ED 442 452 HE 033 051

Inoue, Yukiko
A Statistical Profile of the Differences between Undergraduate Women in Guam and Japan: Their Status Aspirations and Occupational Ethics.
SPONS. AGENCY- Guam Univ., Mangilao. Graduate School and Research Council.
PUB DATE- 99
NOTE- 52p.; Paper presented at the Arts and Science Research *Conference (March 1999); cover title is "A Statistical Profile* of the Difference Between Undergraduate Women in Guam and Japan: Women's Status Aspiration and Occupational Ethics."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; Cultural Influences; Expectation; Family Work Relationship; Females; Feminism; Foreign Countries; Higher Education; Japanese; Job Satisfaction; *Life Satisfaction; *Occupational Aspiration; Personal Autonomy; *Quality of Life; Quality of Working Life; Questionnaires; *Self Actualization; *Sociocultural Patterns; Student Characteristics; Student Motivation; Tables (Data); Values; Womens Education; Work Ethic
IDENTIFIERS- *Guam; *Japan

This study sought to better understand the academic and social aspirations of undergraduate women in Guam and Japan. A survey question examined whether significant differences existed between Guamanian and Japanese undergraduate women in status

Affect, curiosity, and socialization-relation were explored as potential mediators of the relationship between both state and trait affect and job performance. The cross-sectional sample consisted of 81 women and 152 men between the ages of 17 and 50 or older. The typical participant was a male Caucasian under the age of 40 with some college education and an annual salary of less than $30,000 per year. The participants were obtained from four well-established service industry companies in the Washington, D.C., metropolitan area. The data collection measures included the State-Trait Personality Inventory, a modified version of the Workplace Adaptation Questionnaire, a self-reported measure of job performance, and demographic survey. Two a priori determined "recursive" path models suggesting the causal influence of anger, anxiety, and curiosity on socialization-related learning and (ultimately) job performance were tested. The study provided empirical support for the notion that anger and anxiety, which are two types of emotion that are often overlooked by organizational researchers, can either foster or deter workplace job performance through their influence on individual learning. The study also yielded evidence suggesting that curiosity might be an important mediator between emotion and job performance. (Contains 26 references.) (MN)

ED 441 963   CE 080 237

Kawulich, Barbara B.
Influence of Skills and Education on Work Choices of Muscogee (Creek) Women.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Learning; *American Indians; Career Choice; Cultural Influences; *Education Work Relationship; Educational Attainment; Elementary Secondary Education; *Employed Women; Employment Level; Employment Patterns; Employment Qualifications; Graduate Study; Higher Education; Influences; Job Skills; Masters Degrees; Outcomes of Education; Skill Development; *Womens Education; *Work Attitudes
IDENTIFIERS- *Creek (Tribe); *Muskhogee (Tribe)

The influence of skills and education on work choices of Muscogee (Creek) women was examined in an ethnographic study during which 16 Muscogee women with educational levels ranging from an eighth grade boarding school education to a master's degree participated in multiple personal guided interviews. Only two of the women were not high school graduates. Criteria for inclusion in the sample included a variety of job categories, work venues, pay options, and both tribal and non-tribal employment. The women discussed work in the following four domains: home work, public work, community/volunteer work, and cultural/home jobs. Education had a direct relationship to the women's ability to secure employment. The women gave high priority to formal education through the high school level. The women noted positive and negative consequences of becoming educated. Positive consequences included gaining the respect of one's elders, and negative consequences included limiting one's chances for marriage within the tribe. Positive effects of the government boarding school experience noted by the women included making friendships with other Indian children and learning necessary life skills. Negative effects of the experience that were mentioned by the women included acculturation and not learning their native language. (Contains

Training Package to provide assessment opportunities dependent on students' circumstances and needs. "Chubb--Framing Its Own Future" tells how FTF found out from staff who will use the training package, what is important, and what support/resources they need to get the most out of training. "Embracing the Future: Sydney Institute of Technology" describes how FTF provided a forum to establish a dialog on how heads of studies could manage their changing roles and to plan future roles. "The Future for Children--TAFE SA Child Studies Program" discusses a project to share and promote ideas and models of how institutes work closely with industry to provide more flexible and effective training. "Seeing Food Afresh--Victorian Food Industry Training Board" focuses on introducing and implementing a training package for the seafood industry. "Sowing the Seeds for the Future: University of Ballarat SMB TAFE Campus" describes how three departments--rural, hospitality, and building studies--used FTF to provide training in a changing environment with industry as an active partner in the learning process. (YLB)

ED 441 982 CE 080 270

Mitchell, John
Framing the Future. Re-framing the Future: A Report on the Long-Term Impacts of Framing the Future.
PUB DATE- 00
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Change; Cooperative Programs; *Cost Effectiveness; Developed Nations; Educational Certificates; Foreign Countries; Industry; Labor Force Development; Models; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Implementation; *School Business Relationship; Secondary Education; *Staff Development; Student Certification; *Vocational Education
IDENTIFIERS- Australia

Australia's Framing the Future (FTF) project was designed to develop a model of staff development to support implementation of the National Training Framework (NTF). A survey of FTF project managers found these long-term impacts: implementation of training packages and other aspects of NTF, new forms of collaboration between industry and training providers and of networking, and ongoing staff development in relation to NTF. FTF affected individuals, from sessional teaching staff to industry employers and trainers; impacts ranged from changing mindsets to providing with more confidence and skills to implement NTF. The FTF model was regularly transferred to other settings and replicated within organizations. FTF progressively became an agent of systemic change, involved with pedagogy, organizational learning, organizational change, and provider-industry relations. These four new ways of viewing impacts led to re-evaluation of impacts and appreciation of the sequence of program impacts on individuals and groups; upward spiral over time; hierarchy from lower to higher levels; and suitability of impacts in aligning with program's aims. FTF was very cost effective, with a "cascading effect." FTF management could increase its impact by further refining business management processes. (Appendixes include definitions, literature review, evaluation methodology, additional survey data, and 27 references.) (YLB)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Blacks; *Educational Certificates; Females; *High School Equivalency Programs; Hispanic Americans; Males; *Racial Differences; *Sex Differences; *Student Certification; *Test Results; Whites
IDENTIFIERS- *General Educational Development Tests

A study used data from a long-standing examination system, the General Educational Development (GED) certificate, to illustrate that the details of examination systems have marked impacts on the number of test takers who obtain the desired credential and on the racial/ethnic composition of passers. Data provided by the Florida Department of Education contained basic demographic and test score information on 189,124 GED candidates who took the GED exams between 1988-98. Key findings were that initial pass rates on the GED exams vary greatly by race/ethnicity and by age within race/ethnicity; about 65 percent of whites and 60 percent of blacks and Hispanics who fail on their initial attempt retake the exams within 3 years; ultimate pass rates are 88 percent for whites, 66 percent for blacks, and 80 percent for Hispanics; the modal time between the first and last test attempts is about 2 months; and among GED candidates who failed to obtain the credential, the writing test was the lowest score for the highest percentage of males, and the math test was the lowest score for the highest percentage of females. (Contains 21 references.) (YLB)

ED 442 000 CE 080 295

Chapman, Cathy; Dalheim, Zoe; LaRocque, Barbara; Mauke, Martha; Risley, Cynthia; Smith, Margaret
Instructional Strategies To Benefit Adolescents and Adults with Learning Disabilities. Volume 1 and Volume 2.
SPONS. AGENCY- Massachusetts State Dept. of Education, Malden. Adult and Community Services.
PUB DATE- 97
NOTE- 330p.; For Volume 3, see CE 080 296. A product of Young Adults with Learning Disabilities Project (YALD), Pittsfield Adult Learning Center, Pittsfield Public Schools, The Learning Connection, and Berkshire County House of Correction.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Adult Basic Education; Adults; Classroom Techniques; *Learning Disabilities; Learning Problems; *Mathematics Instruction; Reading Aloud to Others; Reading Comprehension; *Reading Instruction; *Spelling Instruction; *Teaching Methods; *Writing Instruction

This two-volume notebook is part of a three-volume set containing strategies developed by experienced adult basic education (ABE) teachers in response to learning problems observed in their classrooms. Instructions on how to use the notebook with students with learning disabilities (LD) begin each volume. Volume 1 consists of these seven sections: what learning disabilities are; basic principles for teaching LD learners; glossary of terms; executive function; behavioral issues; basic reading; and reading comprehension. Sections 5-7 each contain an index to subtopics (problems), "what you need to know about" that topic, and subtopics or problems with strategies. Volume 2 consists of these five sections: reading to adolescents and adults; writing; spelling; math; and oral language. Sections 8-

Formation; Postsecondary Education; Public Policy; Vocational Education
IDENTIFIERS- Learning Patterns; *Wales (South)

A study attempted to determine whether the United States experience of continuing education and training provides an appropriate resource for changes intended to increase lifelong learning in the United Kingdom by considering institutional and cultural differences for the two countries. The study considered the trajectories for lifelong learning over several decades as the UK has moved closer to the U.S. model with increased participation rates in formal post-16 education and increased entry to higher education. At the same time, the UK has experienced a decline in youth employment opportunities and employer-offered apprenticeships. Data were gathered through a contextual analysis of data about education and training providers; a regional study of several generations of families in South Wales gathered through a door-to-door survey of 1,104 householders and their children followed by semi-structured interviews; and taped oral histories from the local Miners' Archive. Through this research, five education and training trajectories were devised: non-participant, delayed learner, transitional learner, immature learner, and lifetime learner. Socioeconomic class was often seen as a determinant of learning trajectories, and influences of time and place are large. The study concluded that the best way to create lifelong learners is to create the motivation for lifelong learning in the schools and colleges. (Contains 82 references.) (KC)

ED 442 018 CG 029 526

J.U.M.P.: Join Us Make Peace. 16 Power Plays for Preventing Youth Violence. California Attorney General's Youth Council on Violence Prevention 1998 Final Report.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Antisocial Behavior; Community Education; Cooperative Planning; Cultural Influences; Government Role; Internet; *Prevention; *Violence; Youth Leaders; *Youth Problems
IDENTIFIERS- California

In an attempt to create more youth and adult partnerships to prevent violence throughout California, the California Attorney General's Office, the California Youth Authority, and the California Department of Health Services joined together on this community action research project. The members of the Attorney General's Youth Council on Violence Prevention developed a community survey tool, met with various leaders, and questioned youth about the best strategies to prevent violence. The Youth Council's recommendations became known as the "16 power plays" and are included in this report. The report also describes some challenges facing California youth today, including gangs, cultural diversity, teen dating relationship violence, and violence in the media. State initiatives designed to help reduce youth violence are detailed in the report. They pertain to balanced justice, public and community services, state coordination of youth resources, educating youth about Firearm Laws, and mentoring. Several Internet sources for youth violence prevention are listed. Information about the J.U.M.P. (Join Us Make Peace) City Youth Violence Prevention CD-ROM is included. (JDM)

Nearly 24 million youth, ages 10 through 17, were online regularly in 1999. Large numbers of young people, when on the Internet, are encountering sexual solicitations they do not want, sexual material they did not seek, and people who threaten and harass them. A national survey described in this paper and administered to 1,501 young people, ages 10 through 17, confirms many of these stories. It represents the first scientifically based window into the risks youth face on the Internet, particularly unwanted sexual solicitations and pornography. It includes information on how families and young people are addressing matters of danger and protection on the Internet, and suggests that although these unpleasant experiences affect a large number of youth, few families do much about it. The report questions how to temper some of the drawbacks of the Internet to protect young people, and highlights the need for public and private initiatives to raise awareness and provide solutions. It suggests that strategies to respond to the problem would aim to reduce offensive behavior, better shield young people from its likely occurrence, increase the level of reporting, and provide more help to youth and families to protect them from any consequences. (Contains 20 figures, 8 tables, and 4 references.) (JDM)

ED 442 040 CG 030 092

Sottile, James M., Jr.; Parker, Sandra; Watson, George
The Impact of an Experiential Instructional Design on College Student Development.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Experiential Learning; Friendship; Higher Education; Interpersonal Communication; *Outcomes of Education; School Holding Power; Student Adjustment; *Student Development; Trust (Psychology)
IDENTIFIERS- *Rope Courses

Although there is a lack of research regarding the impact of ropes courses on student development, this paper states that there is significant information on this experiential learning experience contributing to student retention. It describes research designed to study how an experiential ropes course can impact undergraduate male and female (18 to 26 years old) student development among students attending a university in a rural area of a Mideastern state. Along with survey data, observations, and journal writings, the students completed open-ended questions about their experiences on the final paper and were interviewed. When the data was analyzed from a qualitative approach, four themes emerged. Trust, friendship, community, and communication are components of problem solving. The paper suggests that given the recent attention to school violence and violent behavior against diverse populations, the areas of community development, trust development, and teaching non-violent ways to solve problems are timely topics. It concludes that experiential learning, such as a ropes course, can increase a college student's ability to solve problems in a socially acceptable manner; build and teach a person how to appropriately trust others; empower a person with the skills necessary to be part of a healthy community; and increase a counseling and guidance, educators, researchers, librarians, and others working in the field of career and workforce development; and the What's New section, highlighting information that is new and newsworthy. The plans for the future development of this virtual library are also described. (MKA)

ED 442 060 CG 030 204

Lewis, Jacqueline; Coursol, Diane; Herting-Wahl, Kay
Electronic Portfolios in Counselor Education.
PUB DATE- 00
NOTE- 14p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counselor Training; Curriculum Development; Graduate Students; Higher Education; Models; Skills; *Technology
IDENTIFIERS- *Electronic Portfolios

An electronic portfolio is a collection of selected documents that illustrate an individual's competencies, skills, and accomplishments in a consolidated technological format. Like the traditional portfolio, counselors can use an electronic portfolio to document their professional skills and progress for supervisors, record their professional development, and emphasize specific skill areas for potential employers. This chapter describes the concept, applications, development, and technological requirements for electronic portfolio development. It then discusses a model for infusing an electronic portfolio project into a graduate curriculum to prepare counselors to work more effectively. This chapter also examines implications of electronic portfolios for learning and for the new millennium. An appendix provides a list of Web sites that have information about the electronic portfolio process. (Contains 17 references.) (MKA)

ED 442 061 CG 030 205

Jencius, Marty; Baltimore, Michael
Professional Publication in Cyberspace: Guidelines and Resources for Counselors Entering a New Paradigm.
PUB DATE- 00
NOTE- 16p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Counselors; Electronic Journals; Electronic Publishing; Guidelines; *Internet; Models; Periodicals; Resources; *Scholarly Writing; *Writing for Publication

The advent of a new era in publishing has begun. The reach and scope of publishing on the Web are not known but challenge scholarly authors in unexpected ways. The impact of this new medium on the traditional paper-based publishing is also not known. It is predicted that the transition to cyberpublishing will generate much discussion and lead authors in new directions for writing and publishing, and even affect changes in the research process itself. Neither the hypermedia journal (h-journal) on the Internet nor the traditional printed journal articles will become extinct. This chapter first discusses scholarly publications on the Internet, comparing on-line

Early Literacy Assessments & Teaching Strategies.
PUB DATE- 99
NOTE- 277p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Early Childhood Education; *Emergent Literacy; *Evaluation Methods; Reading Instruction; Reading Tests; *Teaching Methods; Writing Instruction; Writing Tests

The purpose of this book is to assist teachers as they work with emergent readers and writers--children who are in the early stages of reading and writing development, typically in preschool through grade 2. Section 1 of the book presents an overview of emergent literacy. Section 2 consists of a group of 15 informal early literacy pretests. The major areas covered by the assessments are: attitudes and experiences, retelling, literacy knowledge, wordless picture reading, auditory discrimination, rhyme detection, alphabet knowledge, phonemic awareness, writing, spelling, phonics, decoding, caption reading, basic sight word knowledge, and passage reading. Also provided in section 2 are all of the materials needed to assess children's knowledge, concise directions, and a reproducible Record Booklet. Section 3 contains over 225 teaching strategies and activities in 15 different areas to aid teachers in assisting children with their literacy development. Section 4 contains posttests for the informal literacy assessments. Similar to the pretests, these assessments can be used to help evaluate children's learning. Appendixes contain addresses of professional organizations and agencies, lists of word families for reference and instruction, sight word lists, and a continuum of children's development in early reading and writing. (RS)

ED 442 083 CS 013 997

Lenski, Susan Davis; Wham, Mary Ann; Johns, Jerry L.
Reading & Learning Strategies for Middle & High School Students.
PUB DATE- 99
NOTE- 340p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Content Area Reading; High Schools; Middle Schools; Reading Difficulties; Reading Skills; *Reading Strategies; *Research Skills; *Study Skills; Teaching Methods; *Test Wiseness; Vocabulary Development

Written in a form that is easy to use in the classroom, this book presents a wide variety of ideas and teaching strategies adapted for content area teachers. There is a least one content area example for each strategy presented in the book; many strategies have examples gleaned from more than one subject. Chapters in the book are: (1) Reading To Learn; (2) Promoting Reading Engagement; (3) Building Vocabulary; (4) Comprehending Texts; (5) Supporting Readers Who Struggle; (6) Reading Critically; (7) Studying; (8) Preparing for Tests; and (9) Conducting Research. Appendixes contain: a list of professional organizations organized by discipline; a list of resources for content area teachers to supplement the use of textbooks in the classroom; information on ways to determine readability of texts using readability formulas both manually and with

Processes: Composing Power and Revisioning Pedagogies; (4) Making Pedagogy Visible: Critical Pedagogy in Process; (5) Revisionary Pedagogy; (6) Composing (as) a Critical Process; and (7) Revisioning Communities in the Contact Zone. (Contains approximately 135 references.) (EF)

ED 442 103 CS 217 113

Fleischer, Cathy
Teachers Organizing for Change: Making Literacy Learning Everybody's Business.
PUB DATE- 00
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Community Action; *Community Involvement; Elementary Secondary Education; *Literacy; *Literacy Education; Parent Teacher Cooperation; *Teacher Role

How can a busy teacher help parents sort through the (often misleading) public conversation on education to understand what truly are sound practices in the classroom? This book, which contains interviews of practicing community organizers, lays out a step-by-step plan for teachers to adapt the tried-and-true strategies of organizers working in public health, environmental advocacy, and social justice. The book offers teachers and teacher educators a practical, hands-on guide to effecting positive change in their own learning communities and in the larger social community. Expressed in lively, down-to-earth language, the book's model shows teachers how to build on skills they already possess--organizing, collaborating, informing, empowering, and sparking interest and action. It features numerous real-life examples, scenarios, and adaptable materials from community activists and teachers, and it shows teachers how to think through their own situations to get started at their own pace and create action plans that, in the long run, save time and energy even as they deliver results. Chapters in the book are: (1) Entering the Conversation; (2) The Quiet Revolution: Teachers Reaching out to Parents; (3) An Introduction to Community Organizing; (4) Teachers Are Organizers: Tacit Knowledge and New Techniques; and (5) Putting It All Together: Becoming a Teacher-Organizer. (Contains 90 references.) (NKA)

ED 442 104 CS 217 114

Edlger, Marlow
Textbooks in the Language Arts: Good, Neutral, or Bad?
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Basal Reading; Classroom Techniques; Elementary Secondary Education; *Language Arts; *Teacher Role; Textbook Evaluation; *Textbook Selection; *Textbooks

Too frequently textbooks used in class are criticized heavily by educators. In and of itself, a textbook is neither good nor bad. If the text has been carefully chosen, there may be reasons for criticizing its use. Textbooks should always be making this eyewitness report part of the historical record. To conclude the lesson, students apply their research skills to present-day eyewitness accounts, gathering published examples or conducting interviews, and produce a report on their value and use as historical evidence. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (6-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 125 CS 217 173

Exploring Arthurian Legend Lesson Plan .
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.
PUB DATE- 00
NOTE- 5p.; Also sponsored by the National Trust for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Films; Internet; Language Arts; *Legends; Lesson Plans; *Medieval Literature; Secondary Education; Story Telling
IDENTIFIERS- *King Arthur

The border between fact and fiction becomes blurred in legend, stories which themselves have a history, and in their evolving shape they carry the imprint of all the hands that passed them. Through the Internet, students can track the growth of a legend like that of King Arthur, from its emergence in the so-called Dark Ages to its arrival on the silver screen. The learning objectives of this lesson plan are: to examine the historical origins of the Arthurian legend; to investigate how medieval historians and storytellers reflected the concerns of their own times in their treatment of the legend; and to gain insight into the use of literature as historical evidence. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (9-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 126 CS 217 174

Jamestown Changes Lesson Plan .
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.
PUB DATE- 00
NOTE- 8p.; Also sponsored by the National Trust for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Census Figures; *Colonial History (United States); Elementary Education; Land Settlement; Language Arts; Lesson

communication; education; ethics; feminism; management; media relations/media effects; minority relations; nonprofit and fundraising; speech/spokespersons; technology; and writing techniques. An alphabetical list of journals is attached. (EF)

ED 442 145 CS 510 332

Morreale, Sherwyn P., Ed.; Cooper, Pamela; Perry, Carolyn
Guidelines for Developing Oral Communication Curricula in Kindergarten through Twelfth Grade. Second Edition.
PUB DATE- 00
NOTE- 30p.; For the first edition, see ED 337 828.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Communication Skills; *Curriculum Development; Elementary Secondary Education; Language Skills; *Speech Communication
IDENTIFIERS- *Media Literacy; *Speech Communication Education

This paper outlines suggested guidelines for oral communication curricula that are an important step in establishing educational standards for teaching students how to communicate orally in the diverse situations they encounter. It notes the guidelines should be adapted to the unique capabilities and needs of students. The paper contains three main sections entitled: (1) Enhancing the Role of Oral Communication in Elementary and Secondary Education; (2) Oral Communication Curriculum: Objective, Overview, and Criteria; and (3) Oral Communication Competencies and Content Areas for Kindergarten through Twelfth Grade. An appendix lists standards for speaking, listening and media literacy in K-12 education. Contains 28 references and 2 tables. (EF)

ED 442 146 CS 510 333

Andersen, Kenneth E.
We Had a Dream: Now Let Us Share the Vision.
PUB DATE- 99
NOTE- 7p.; Keynote address given at the Credo for Communication Ethics National Communication Association Summer Conference (Rosslyn, Virginia, July 25, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Ethics; Higher Education; Participative Decision Making; *Policy Formation; Position Papers; *Strategic Planning
IDENTIFIERS- *Communication Ethics; *Communicative Intention

This paper calls for a credo for communication ethics to be established. The credo will consist of two parts: a description of ethical communication, its importance, and application guidelines; and a statement of beliefs which expound upon the description. The credo will be established using the intellectual capital of communications educators and researchers, as well as the heritage of rhetorical thought and the growing consciousness of the breadth and depth of the communication enterprise and its dominant role in our world. Several guidelines are suggested for the formation of the credo: (1) it must be grounded in respect for the moral worth

Why a Theatre Audience Is Unique (discussing the important role of the audience in live theatre); and (8) About John Steinbeck. (SR)

ED 442 168 CS 510 357

Pratt, Suzanne
"The Snow Queen": Adapted from the Story by Hans Christian Andersen by Sandra Deer. Cue Sheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiences; Class Activities; Cultural Activities; Elementary Secondary Education; *Fairy Tales; Playwriting; Production Techniques; *Theater Arts
IDENTIFIERS- *Andersen (Hans Christian)

This performance guide is designed for teachers to use with students before and after a performance of "The Snow Queen," adapted from the story by Hans Christian Andersen by Sandra Deer. The guide, called a "Cuesheet," contains seven sheets for use in class, addressing: (1) What Happens in "The Snow Queen?" (offering a story synopsis and a pre-performance activity); (2) Play Map (a time line of important events and characters in the play); (3) Adaptations: How Print Becomes Performance (looking at how a written story must be adapted for the theatre, and offering lines from the play to listen for and some class activities); (4) Objects: How the Props Help the Performance (describing the use of props in plays and props in "The Snow Queen"); (5) Plays: Pretending and Participating (looking at theatre conventions and problems to be solved when putting on plays); (6) The Audience: Great Pretenders (discussing the audience's important role in a theatre performance); and (7) Hans Christian Andersen (offering biographical information about this famous author of fairytales). Resources for further exploration are listed. (SR)

ED 442 169 CS 510 358

Freeman, Aakhu TuahNera
"Sundiata, Lion King of Mali." Adapted by Kim Hines, Featuring Griot Alhaji Papa Susso, Cue Sheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiences; *Characterization; Class Activities; Cultural Activities; Elementary Secondary Education; Foreign Countries; Multicultural Education; Playwriting; Production Techniques; *Theater Arts
IDENTIFIERS- *Drama in Education; *Mali

This performance guide is designed for teachers to use with students before and after a performance of "Sundiata: Lion King of Mali," adapted by Kim Hines and featuring Griot Alhaji Papa Susso. The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) Sundiata: Man & Myth (discusses the real man and the 700-year-old epic legend behind

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Ethnic Groups; Government Publications; *Job Satisfaction; *Labor Turnover; *Morale; Public Schools; Questionnaires; *Stress Variables; Teacher Burnout
IDENTIFIERS- *Marshall Islands

Pacific Resources for Education and Learning (PREL) works with 10 American-affiliated Pacific entities: American Samoa, the Commonwealth of Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap), Guam, Hawaii, the Republic of the Marshall Islands, and the Republic of Palau. The survey raises awareness of the risk factors affecting educators in the Pacific entities and provides insight necessary to redress the concerns of students, policymakers, and educators around the region. The study identified risk factors affecting educators in the Republic of the Marshall Islands. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition, and stress burnout. In the Marshall Islands, 74 teacher and 18 administrator surveys were returned. Absenteeism among teachers and administrators appears to be a problem. Teachers cite funerals, personal illness, and training leave, and administrators cite educational leave, meetings, and workshops as reasons for their absenteeism. Twenty-seven percent of teachers plan to leave within 2 years, citing low salaries, stress, and lack of support from school administration and central offices as reasons. Administrators cite stress, students' bad attitudes, lack of supplies and materials, and retirement. Appendixes contain teacher and administrator questionnaires. (Contains 17 references.) (DFR)

ED 442 190 EA 030 436

Creech, Joseph D.
Student Achievement in SREB States: How Do SREB States Compare with the Nation? Is Student Achievement Improving? What Problems Remain? Educational Benchmarks 2000 Series.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Comparative Analysis; Elementary Secondary Education; Ethnic Groups; *Low Income Groups; *Performance Based Assessment; Public Schools; *Racial Factors; *Underachievement
IDENTIFIERS- *Southern Regional Education Board

This report uses the most recent results from the National Assessment of Educational Progress (in mathematics, reading, science, and writing); the Advanced Placement Program; national college-admissions tests (ACT and SAT); and national norm-referenced tests used in statewide testing programs to compare SREB states to the nation in improved student achievement. It offers lessons learned from a decade of states' efforts to improve student achievement and answers three questions: (1) Where do students in the SREB states stand relative to national averages? (2) Is student achievement in SREB states improving? and (3) What challenges remain for SREB states? Several SREB states have reached or exceeded the national average for some measures of student achievement, but none has reached that goal for most measures of student achievement. All SREB states have frequency and its position as the top-priority characteristic. Patience also out-scored the most frequently mentioned professional characteristics and was ranked top by 24 percent of the teachers, while calmness and empathy also scored highly. (Contains 26 references.) (CR)

ED 442 210 EC 307 845

Huesman, Ronald L., Jr.; Frisbie, David A.
The Validity of ITBS Reading Comprehension Test Scores for Learning Disabled and Non Learning Disabled Students under Extended-Time Conditions.
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Grade 6; Intermediate Grades; *Learning Disabilities; *Reading Comprehension; *Test Validity; Testing; Time Factors (Learning); *Timed Tests
IDENTIFIERS- *Iowa Tests of Basic Skills; *Testing Accommodations (Disabilities)

This study investigated the effect of extended-time limits in terms of performance levels and score comparability for reading comprehension scores on the Iowa Tests of Basic Skills (ITBS). The first part of the study compared the average reading comprehension scores on the ITBS of 61 sixth-graders with learning disabilities and 397 non learning disabled sixth-graders under two timing conditions (extended-time vs. standard-time). The second part of the study examined whether the scores arising from the two timing conditions measured the same construct (i.e., reading comprehension) for both groups of students. Results indicate that students with learning disabilities made significantly larger gains on the ITBS Reading Comprehension Test under extended-time conditions than students without learning disabilities who received appropriate timing instructions. Results also found testing directions had an effect on student performance. Non learning disabled students given instructions to take their time did not perform any differently than students with learning disabilities under extended-time conditions. When students without disabilities were told to work at a slow and careful pace, where time was not a factor, they made significant gains under extended-time conditions; however, when they were told to work at a normal rate, they did not make significant gains. (Contains 33 references.) (CR)

ED 442 211 EC 307 846

Seifert, Kelvin L.
Extremes of Inclusion: Too Much, Too Little.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Disabilities; Foreign Countries; *Inclusive Schools; *Interpersonal Competence; Peer

about the difficulty of acting creatively outside the boundaries of established roles and practices. (CR)

ED 442 230 EC 307 866

Taylor, Steven J.
Negotiation. Revised .
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 12p.; Partial support for the preparation of this version provided by the National Resource Center on Supported Living and Choice, Syracuse University. Paper originally prepared in 1979 by the DD Rights Center of the Mental Health Law Project and the Center on Human Policy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Child Advocacy; Children; *Conflict Resolution; Decision Making; *Disabilities; *Family School Relationship; Interpersonal Communication; *Parent Teacher Conferences; *Problem Solving
IDENTIFIERS- *Negotiation Processes

This paper is designed to enable disability activists, parents, and advocates to negotiate effectively. It begins by describing negotiations for short-term or long-term changes and different approaches for negotiating. Steps for preparing for negotiation are listed, along with strategies: (1) control the negotiation session; (2) never negotiate when you are out-numbered; (3) select a spokesperson; (4) present a united front; (5) know and cite the facts; (6) know how people resist change; (7) be assertive, but don't attack people personally; (8) avoid being put on the defensive; (9) use anger strategically; (10) create a record; (11) latch onto any concessions; (12) establish firm timetables and standards of performance; (13) don't do work for the other side; (14) know what will and will not be accepted; and (15) use strategies for deadlocks such as walk-outs, or threats of media coverage or litigation. Follow-up steps for negotiation are also provided. (CR)

ED 442 231 EC 307 867

Walker, Pam
Acting on a Vision: Agency Conversion at KFI, Millinocket, Maine.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 23p.; The preparation of this article was supported in part by the National Resource Center on Supported Living and Choice, Center on Human Policy, School of Education, Syracuse University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Change Agents; *Change Strategies; Creativity; *Disabilities; Inclusive Schools; *Independent Living; *Organizational Change; *Performance Factors; Persistence; Preschool Children; Preschool Education; *Supported Employment; Teamwork
IDENTIFIERS- Maine

about LD and information related to teaching strategies appropriate for students with LD. Extensions of the project are discussed. (Contains 20 references.) (Author/CR)

ED 442 250 EC 307 888

Nelson, J. Ron
Investigation of the Reciprocal Sequence of Interaction Behaviors of Teachers and Students around Disruptive Behaviors.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Disorders; *Behavior Modification; *Classroom Communication; *Classroom Techniques; Elementary Education; Middle Schools; *Teacher Behavior; *Teacher Student Relationship

This report summarizes the procedures and results from a 3-year research project that investigated the reciprocal sequence of interaction behaviors between teachers and students around disruptive behaviors in general education classrooms. The study was conducted in six elementary and two middle schools serving relatively large numbers of students who exhibited disruptive classroom behaviors. Two groups of students (grades 1-8) served as participants in the present study: target and criterion students. The 99 target students exhibited high rates of disruptive behaviors and/or severe forms of such behaviors whereas the 278 criterion students did not exhibit externalizing behaviors. The study was primarily descriptive in nature and focused on naturally occurring events in general education classrooms. Results of the study indicate that the probability of target students complying with teachers' attempts to correct their disruptive behavior was relatively low; teachers were more likely to respond to the disruptive behaviors of target students with a reprimand than in the case of criterion students; target students primarily responded negatively to teachers' attempts to correct their behaviors; and students were more likely to exhibit lower rates of disruptive behaviors when teachers were using direct instruction or effective instruction methods. (Contains 22 references.) (CR)

ED 442 251 EC 307 889

Huefner, Dixie Snow
Getting Comfortable with Special Education Law: A Framework for Working with Children with Disabilities.
PUB DATE- 00
NOTE- 334p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; Court Litigation; *Disabilities; *Due Process; *Educational Legislation; Elementary Secondary Education; Eligibility; *Federal Legislation; Inclusive Schools; Individualized Education Programs; Resources; *Special Education; Student Evaluation; Student Placement; Student Records; *Student Rights

sophomores. Nine English majors participated in this study. Participants revised their second drafts based upon teacher feedback--both written and oral. Data were gathered from verbal self-reports, semi-structured oral interviews, and open-ended questionnaires. Analysis revealed three general ideas about written revisions emerging from the data: revising as submission, revising as meaning-negotiation, and revising as reposition. The data indicate that when students were able to take a critical stance to justify, negotiate, or even challenge teacher comments they were more likely to become critical thinkers, writers, and inquirers. This study strongly supports the idea that student revision with teacher feedback is a social-cognitive process, and that when students are given opportunities to revise their writing with responses that resonate with their own experiences, beliefs, and values, they will see revision as a tool for managing their original drafts comfortably and confidently. It is concluded that one of the most important tasks for the writing teacher is to transfer the power of revising to the student. Extensive scholarly references to published research are made throughout the paper. (Contains 23 references.) (KFT)

ED 442 273 FL 026 276

Toohey, Kelleen
Learning English at School: Identity, Social Relations and Classroom Practice. Bilingual Education and Billingualism 20.
PUB DATE- 00
NOTE- 160p.; Published by Multilingual Matters Ltd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; *Classroom Communication; Critical Theory; *English (Second Language); Ethnic Groups; *Ethnography; Foreign Countries; Grade 1; Grade 2; Kindergarten; Language Acquisition; Language Arts; Language Minorities; Limited English Speaking; Longitudinal Studies; Native Speakers; Primary Education; Second Language Instruction; Second Language Learning; Sociocultural Patterns; Sociolinguistics; Spanish Speaking
IDENTIFIERS- Australia; Canada; New Zealand; United Kingdom

This book focuses on a common set of circumstances in Canada, the United States, Britain, Australia, and New Zealand in which increasing numbers of young children from minority language backgrounds are taught in mainstream English-medium classrooms. It provides a longitudinal ethnography of a group of children learning English in a Canadian school, from the beginning of kindergarten to the end of Grade 2. Data collected in each of the three grades are used to explore how practices with respect to identity construction, resource distribution, and discursive organization affect the children's capabilities for learning English. Chapter one describes the works of several sociocultural, poststructural, and critical theorists and explores how they might be applied to child second language learning. Chapters two and three describe the kindergarten classroom. Chapter four examines children's social relations in Grade 1. Chapter five follows the children to Grade 2 and examines the discourse practices regulating their appropriation of the classroom language. Chapter six discusses theoretical, methodological, and pedagogical ideas and problems emerging through the course of the research. The book concludes with suggestions for how schools and teachers might better support language minority children in their struggle to learn English. (KFT) students on measures of breadth and depth of vocabulary knowledge and reading comprehension. Students who received both years of instruction had a measurable boost in vocabulary knowledge, but not a significant difference in reading comprehension from those receiving only one year. Overall, English language learners in 2 years closed the gap with native speakers by about 50 percent--from about one to 0.5 standard deviations. It was concluded, therefore, that the extra instruction was quite effective. Extensive references and tables of quantitative data are included. (Contains 19 references.) (KFT)

ED 442 292 FL 026 298

Hornberger, Nancy H.; Harsch, Leslie; Evans, Bruce
Language Education of Language Minority Students in the United States. The Six Nation Education Research Project. The United States: A Country Report.
PUB DATE- 99
NOTE- 107p.; Produced with the assistance of Melisa Cahnmann. Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Bilingual Education Programs; Bilingualism; Elementary Secondary Education; *English (Second Language); *Language Attitudes; *Language Minorities; *Limited English Speaking; Monolingualism; Multilingualism; *Public Policy; Second Language Instruction; Second Language Learning; Sociolinguistics

The United States has at least three historically established patterns of language use: English monolingualism, multilingualism, and bilingualism. The United States could best be described at present as a multilingual nation in which English is the dominant language. English is promoted to varying degrees, but linguistic diversity is tolerated. The purposes of this highly descriptive report are twofold. First, American linguistic diversity and language policy are surveyed to provide some of the important contexts and conditions of language education for language minority students. Second, in the process of examining the policy and processes of bilingual and English-as-a-Second-Language programs, the educational characteristics of language minority speakers, those students designated as limited English proficient (LEP) are detailed in depth. A set of research questions is developed, and these questions are framed within the context of the Six Nation Education Research Project. These questions focus on how schools structure opportunities and incentives for language minority learners to acquire language and literacy and consider such things as ways to focus on the learner, how to account for economics and the sociopolitical context of language, the effects of national educational policies, and what policy modifications would enhance these opportunities and incentives. Numerous data-rich tables and figures give a thorough picture of American linguistic diversity and language policies, providing a solid framework for framing the research questions. Two appendices and an extensive bibliography are included. (Contains 99 references.) (KFT)

ED 442 293 FL 026 306

Wilson, Stephen
Coverbs and Complex Predicates in Wagiman. Stanford Monographs in

often have great interest in or need but have limited linguistic ability to address. On the issue of translating words or phrases, Spanish use was limited to providing context, clues, or prompts rather than direct translations. Next, regular observation and evaluation of Spanish use in the classroom was undertaken, leading to regular revision as the learners' English knowledge increased. Finally, the instructor talked directly to the learners about the use of Spanish in the class. It is concluded that this policy resulted in mostly positive experiences for the learners and the instructor. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 442 313 HE 032 725

Vanandruel, Colette; Lestrade, Sophie
Financing Education: Thematic Bibliography.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 99
NOTE- 34p.; Available in both English and French. For related EURYDICE documents, see HE 032 726-727.
LANGUAGE- English; French; German
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Bibliographies; Educational Administration; *Educational Finance; Educational Policy; Foreign Countries; Higher Education; Student Financial Aid
IDENTIFIERS- *Europe; *EURYDICE

The third publication of this themic bibliography lists some of the publications on the financing of education included in the archives of EURYDICE's (Education Information Network in the European Community's) European Unit, and is intended to accompany "Key Topics in Education, Volume 1" (June 1999) which covers financial support for students in higher education in Europe, and Volume 2 (early 2000) which covers the financing of schools. Only documents published since 1990 are included. Documents are classified by the following categories: economics of education; financing higher education; financial assistance; management and administration; statistics; and official documents on education published by national authorities, arranged by country and category where applicable. Within each category, documents are presented chronologically by year of publication. Some titles are in French or German. Each entry includes the title; place and date of publication; publisher; number of pages; the International Standard Book Number (ISBN); descriptors (which follow the European Education Thesaurus); and a brief abstract. (CH)

ED 442 314 HE 032 726

Godenir, Anne; Delhaxhe, Arlette; Deutsch, Laurent
Key Topics in Education, Volume I. Financial Support for Students in Higher Education in Europe: Trends and Debates.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 99
NOTE- 294p.; Available in both English and French. For related EURYDICE documents, see HE 032 725-727.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; Educational Assessment; Educational Change; Educational Economics; Educational Planning; *Educational Policy; Foreign Countries; Higher Education; *International Education; International

This paper examines the relationship between teaching style and gender. Faculty at the school of education in a mid-Southern university were asked to complete the Van Tilburg/Heimlich Teaching Beliefs Scale and a demographic profile. The response rate was 57 percent, with 47 percent of the replies from male teachers and 53 percent from female teachers. Data analysis grouped respondents as: providers (low inclusion, high sensitivity, structured activities); facilitators (high inclusion, low sensitivity, subject-centered); experts (low inclusion, low sensitivity, subject-centered); enablers (high inclusion, high sensitivity, varied teaching practices); or neutral. The study found that 78 percent of all respondents preferred either the provider or enabler style; however, 53 percent of females preferred teaching-learning decisions constructed by learners, and 65 percent of males used teaching styles that do not allow participants to freely share ideas. Male teachers were found to be more dominant and exacting in their teaching style, while female teachers tended to be more informal and open toward students. The study concluded that the central differences in teaching styles resided in issues of inclusion and control. (Contains 27 references.) (CH)

ED 442 335 HE 032 907

Knepper, Paula R.
Beginning Postsecondary Students Longitudinal Study First Follow-Up: BPS:96/98. Public Access Data Analysis System (DAS). CD-ROM .
PUB DATE- 00
NOTE- 0p.; Cover title varies.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- e various papers as appropriate. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT) ins,Numerical/Quantitative Data (110)
DESCRIPTORS- Bachelors Degrees; College Faculty; College Graduates; College Students; *Data; Degrees (Academic); Doctoral Degrees; Graduate Study; Higher Education; *Longitudinal Studies; *Statistics; Tables (Data); Undergraduate Students
IDENTIFIERS- *National Center for Education Statistics

This CD-ROM computer disc contains a separate data analysis system for the following National Center for Education Statistics studies: 1996 Beginning Postsecondary Students First Follow-Up (BPS:96/98); 1990 Beginning Postsecondary Students Second Follow-Up (BPS:90/94); Baccalaureate and Beyond Second Follow-Up (B&B:93/97); Undergraduate Students (NPSAS:96); Graduate and First-Professional Students (NPSAS:96); Undergraduate Students (NPSAS:93); Graduate and First-Professional Students (NPSAS:93); Undergraduate Students (NPSAS:90); Graduate/First Professionals (NPSAS:90); Undergraduate Students (NPSAS:87); Graduate and First-Professional Students (NPSAS:87); High School & Beyond: Sophomores, 1980-1992; High School & Beyond: Seniors, 1980-86; National Education Longitudinal Study: 1988/94; National Longitudinal Study of the High School Class of 1972; National Household Education Survey of 1995 Adult Education; National Study of Postsecondary Faculty, 1993; and National Survey of Postsecondary Faculty: 1987-88. Installation instructions are noted on the CD-ROM disc label. (CH)

ED 442 336 HE 032 908

Gill, Brian P.

NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Athletics; Career Guidance; *College Bound Students; *College Choice; Community Colleges; Extracurricular Activities; Higher Education; Noncollege Bound Students; Postsecondary Education; *Program Descriptions; State Colleges; State Universities; Two Year Colleges; Vocational Education
IDENTIFIERS- *Minnesota

This brochure provides information about the individual colleges, universities, community colleges, and technical colleges within the Minnesota State Colleges and Universities system. The opening section titled, "How To Go Places," offers brief overviews on costs, choosing between two- and four-year colleges, options for international study, qualifying and applying, visiting campuses, and student services. The next section, "College Profiles," describes the 37 community colleges, technical colleges, colleges, and universities in the system. Each profile provides enrollment information, a general description of the location and characteristics of the institution, degrees offered, largest and unique programs, and student activities. A third section, "Choosing a Two-Year College," discusses career training, transferring, and career programs. Included is a chart that lists the various programs offered and the colleges at which the programs are offered. The final section, "Choosing a State University," discusses careers and program majors at the state universities, including a chart listing programs and schools. (RH)

ED 442 356 HE 032 930

Kinser, Kevin
Teaching vs. Research: A WGU-Style Promotion of the Instructional Role.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (81st, New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjunct Faculty; *Distance Education; Higher Education; Nontraditional Education; Organizational Objectives; Professional Development; Professional Recognition; *Research; *Teacher Role; Teaching Models; *Teaching (Occupation)
IDENTIFIERS- *Outsourcing; *Western Governors University

This study of the Western Governors University (WGU) suggests that its instructional model, based on distance education, could increase the value of teaching relative to research. The WGU model envisions a "disaggregated faculty," that is, one in which faculty roles typically discharged by a single individual are delegated and outsourced to various specialists; curriculum development is assigned to program councils composed of outside experts; student assessment is assigned to other councils; advising is done by the WGU staff; and teaching of subject matter is done by instructors employed by approved educational providers. Using a model limited to distance education, this concept values teaching, rather than research or service, and functions with minimal governance. The study suggests three reasons why the WGU model might result in teaching challenging the domination of research: (1) it offers institutions low in

Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for computer and information sciences faculty at 244 public and 265 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $65,952 for 2,618 computer and information sciences faculty in public institutions was 14.9 percent higher and the average salary of $58,909 for 1,197 faculty in private institutions was 7.7 percent higher than the average salary for all faculty in all major fields, and, respectively, 2.2 percent per year and 2.2 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 375 HE 032 965

Howe, Richard D.
Salary-Trend Study of Faculty in Counselor Education/Student Counseling and Guidance Services for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Counselor Training; Guidance; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *School Counseling; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for counselor education/student counseling and guidance services faculty at 93 public and 32 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $52,385 for 754 counselor education/student counseling and guidance services faculty in public institutions was 9.6 percent lower and the average salary of $53,967 for 148 faculty in private institutions was 1.4 percent lower than the disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 531 library science faculty at 50 public institutions and 173 faculty at 33 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $53,643 for library science faculty in public institutions and the average salary of $43,837 for faculty in private institutions were, respectively, 7.0 percent and 24.8 percent lower than the average salary for all faculty in all major fields. The average salary increase was, respectively, 2.2 percent per year and 2.8 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 394   HE 032 984

Howe, Richard D.
Salary-Trend Study of Faculty in Marketing Management and Research for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Marketing; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index; *Marketing Research

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 1,176 marketing management and research faculty at 153 public institutions and 454 faculty at 96 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $70,013 for marketing management and research faculty in public institutions and the average salary of $71,268 for faculty in private institutions were, respectively, 22.0 percent and 30.3 percent higher than the average salary for all faculty in all major fields. The average salary increase was, respectively, 2.0 percent per year and 1.8 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for special education faculty at 123 public institutions and 55 private institutions. The study found that for the 1999-2000 period the average salary of $52,952 for 1,040 special education faculty in public institutions and $47,907 for 155 special education faculty in private institutions were, respectively, 8.4 percent and 14.2 percent lower than the average salary for all faculty in all major fields. The average salary increase for^the study period was, respectively, 2.1 percent per year above and 1.0 percent per year below the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 413 HE 033 003

Howe, Richard D.
Salary-Trend Study of Faculty in Speech Pathology and Audiology for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audiology; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Speech Language Pathology; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for speech pathology and audiology faculty at 87 public institutions and 26 private institutions. The study found that for the 1999-2000 period the average salary of $51,198 for 688 speech pathology and audiology faculty in public institutions and $51,947 for 140 speech pathology and audiology faculty in private institutions were, respectively, 12.1 percent and 5.3 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 1.1 percent per year above and 0.7 percent per year below the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 414 HE 033 004

Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Persistence; College Students; Compensatory Education; *Dropout Research; *Educationally Disadvantaged; *English (Second Language); *Grade Inflation; High Risk Students; Higher Education; Language Skills; Non English Speaking; Remedial Mathematics; *Remedial Programs; Remedial Reading; School Holding Power; Student Attrition; Time to Degree
IDENTIFIERS- *City University of New York

This study, which focuses on one college of the City University of New York (CUNY), is in two parts. The first part is a paper titled "Open Admissions and CUNY in Crisis: A Comparison of Remedial and Non-Remedial Students"; the second paper is titled "Factors Affecting Grading Practices." The first study examined the difference between students who received remediation and those who did not need it, and assessed the differential impact of open and selective admissions. Sixteen data tables and 7 figures are included. The study found that students' native language played a major role in determining the need for remediation; that remedial students narrowed the academic performance gap as compared to nonremedial students during the normal 4-year period of college study; and that students with a greater need for remediation required a longer period of retention. The second paper discussed practical concerns of grade inflation. Findings revealed that adjunct faculty gave higher grades than full-time faculty; that faculty rank had only a marginal effect on grading; that grades in the humanities and social sciences were higher than in science and technology; and that the higher the course level, the higher the average grade. (Contains 56 references and 20 notes.) (CH)

ED 442 434 HE 033 032

Wolverton, Mimi; Poch, Susan
The Nexus between Academic Deans and Corporate CEOs: An Opportunity in the Making.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Presidents; *Deans; Higher Education; Individual Characteristics; Individual Development; *Leadership; *Leadership Qualities; Leadership Training; Management Development; Mentors; Middle Management; Professional Development; Professional Training
IDENTIFIERS- Chief Executive Officers; Washington State University

This study points out the similarities between the backgrounds of corporate chief executive officers (CEOs) and academic deans. It notes that most CEOs are fairly well educated white males who rose through the ranks of middle management to reach their current positions; the typical dean has a doctoral degree, has often been a department chair or associate dean, and is white, male, and middle-aged. This study explores the influences--parental expectations and participation in school and college leadership activities--that relate to adults as leaders, examining these findings in relation to a study of academic deanship conducted by the Center for Academic Leadership at Washington State University. Almost 70 percent of respondents aspirations and occupational ethics and in their life course selection. The questionnaire's five sections included: academic and social aspirations, gender equality in employment and work ethics, self-evaluation, life-course selection, and demographic information. Respondents included 111 undergraduates at the University of Guam and 131 undergraduates at two universities in Japan. Multiple regression analyses measured the association of status aspirations with the life course selection. The study found the ranking of status aspirations similar in both groups, but found the magnitude significantly different, with Guamanian women overall aspiring much higher than Japanese women. Similarly, in measures for occupational ethics, rankings were similar but magnitudes were significantly different. The correlation of variables on the relationship of life course selection with status aspirations was moderate. For Guamanian women, the contributing factors were getting married and having a child; for Japanese women, having a profitable job and becoming a mentor for the next generation were the contributing factors. The questionnaire is appended. (Contains approximately 45 references.) (CH)

ED 442 453 IR 019 897

Infopowering the Commonwealth. Virginia's Public Libraries: Electronic Resource Libraries for 21st Century Information. A Strategic Technology Plan for Public Libraries to the Joint Commission on Science and Technology.
PUB DATE- 98
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Costs; Electronic Libraries; Information Technology; *Internet; *Library Planning; *Library Services; Library Surveys; *Public Libraries; State Libraries; State Programs; Strategic Planning; Telecommunications
IDENTIFIERS- Access to Technology; *Electronic Resources; *Technology Plans; Universal Service (Telecommunications); Virginia

This strategic technology plan for Virginia's public libraries presents current findings, recommendations, and the steps required to achieve universal access to electronic information. Introductory material includes lists of members of the Library of Virginia Board and Technology Plan Committee, an executive summary, and vision statement. The first section provides background on the national and state networking environment, including the Internet, Federal Telecommunications Act of 1996, Universal Service Fund, developments in the Commonwealth, the Virginia Library and Information Network, and the current status of public access via Virginia's public libraries. The second section summarizes recommendations related to infrastructure, content, acceptable Internet use policy, retrospective conversion of bibliographic records, and monitoring and evaluation. The third section presents three-year costs for the recommendations. Appendices include a survey of public and staff access to the Internet at Virginia public libraries, the 1998 Lynch report, a map of Virginia public libraries providing public access to the Internet, Internet costs, content costs, and Library of Virginia staff support costs. (MES)

ED 442 454 IR 019 990

15 references.) (MN)

ED 441 964   CE 080 238

Enger, John M.; Lacey, Candace H.
Private and Local Support of Post-Secondary Public Vocational-Technical Institutes.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association "Creating Knowledge in the 21st Century: Insights from Multiple Perspectives" (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Equipment; Educational Facilities; Educational Finance; *Financial Support; Government School Relationship; *Local Government; *Private Sector; *Public Schools; School Business Relationship; *Technical Institutes; Trend Analysis; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Arkansas

Arkansas has 10 public postsecondary stand-alone vocational-technical institutes that collectively serve more than 3,000 full-time and 22,000 part-time students. Private sector and local government support of those 10 institutes was examined in a descriptive study based on semi-structured interviews of their presidents and directors and interviews with an individual at each institute who was identified as being responsible for coordinating a listing of the accumulations of contributions given by the private sector and local governments. According to the interviews, Arkansas' public vocational-technical institutes are currently receiving private support in the following four broad categories: financial, personal services, buildings and land, and equipment and supplies. The following types of support in the category of financial contributions were identified: local foundations, grants, donations, scholarships, discounts, and public service announcements. Contributions under the heading of personal services were as follows: board members, advisory committee members, guest speakers, internship supervision, field trips, and training of instructors. Contributions in the final two categories were as follows: local site acreage; buildings; land; compressed-video instruction facilities; mobile lab instruction facilities; and a wide range of new and used equipment and machinery for use in programs such as auto mechanics, welding, nursing, and emergency medical technician training. (MN)

ED 441 965   CE 080 243

Loock, Joan W.; Schmitt, Bette
Wisconsin's Model Academic Standards for Business. Activities Guide. Bulletin No. 00190.
PUB DATE- 00
NOTE- 359p.; Foreword by John T. Benson.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; Adult Education; Behavioral Objectives; Business Administration; Business Communication; *Business Education; Career Development; Career Education;

ED 441 983 CE 080 271

Field, Laurie, Ed.
Framing the Future. Speaking from Experience: A Practical Guide to Workbased Learning.
PUB DATE- 00
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Developed Nations; Evaluation Methods; Foreign Countries; Industry; Job Training; Labor Force Development; *Outcomes of Education; Postsecondary Education; Program Development; Program Implementation; School Business Relationship; Secondary Education; *Staff Development; Student Evaluation; *Teaching Methods; *Vocational Education; *Work Experience Programs
IDENTIFIERS- Australia; Facilitators (Personnel Development)

This publication is a resource for people who are involved in Australia's Framing the Future work-based learning project teams. It is a compendium that outlines project processes and provides useful hints and lessons learned by others through their experience. Six parts address the six steps in a project. Part 1, on the proposal, covers possible activities; project foci; and methods and outcomes. Part 2, on the process, addresses managing the project and understanding learning concepts. Part 3, on facilitation, focuses on facilitator roles and responsibilities, motivation, and dealing with people with different knowledge levels. Part 4, on reflection, discusses using pre-readings; suggested group ground rules, from product- to process-focused; project activities; informal reflection; using a journal; regular opportunities to reflect on progress; and the emotional dimension of change. Part 5, on evaluation, covers components of evaluation; data collection methods; evaluation questions; taking responsibility; example final summary reports; structure of the evaluation report; report-writing suggestions; examples of structure; the cover; graphs; presenting qualitative data; and page layout. Part 6, on achievements, looks at new skills and knowledge; skill and knowledge gaps identified; materials and techniques; seminars and presentations; better networks; and organizational and industry impacts. Sample project descriptions are appended. (YLB)

ED 441 984 CE 080 272

Framing the Future: Workbased Learning Facilitation Tips.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Classroom Techniques; Developed Nations; Foreign Countries; *Group Discussion; Group Dynamics; Group Structure; Labor Force Development; *Leadership Responsibility; Postsecondary Education; Program Implementation; Secondary Education; *Staff Development; Teaching Methods; Work Experience Programs

12 all have the same components found in Sections 5-7. Appendixes to Volume 2 contain spelling rules, syllabication descriptions, sample exercises, and a 48-item bibliography. (YLB)

ED 442 001 CE 080 296

Smith, Margaret; Dalheim, Zoe
The Educational Environment, Assessment, and Counseling Services for the Learning Disabled Adolescent and Adult. Volume 3.
SPONS. AGENCY- Massachusetts State Dept. of Education, Malden. Adult and Community Services.
PUB DATE- 96
NOTE- 100p.; For Volumes 1 and 2, see CE 080 295. A product of Young Adults with Learning Disabilities Project (YALD), Adult Learning Center, Pittsfield Public Schools, The Learning Connection, and Berkshire County House of Correction.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Adult Basic Education; Adults; Counseling Services; Diagnostic Teaching; *Disability Identification; *Educational Diagnosis; *Educational Environment; *Learning Disabilities; Learning Problems; Psychological Needs; Secondary Education

This notebook is the 3rd volume of a three volume set containing strategies to provide an educational environment and assessment and counseling services for the learning disabled (LD) adolescent and adult. Part I focuses on a beneficial educational environment. Chapter 1, on the academic environment, addresses what is necessary for a supportive academic environment; what LDs are; descriptions of LDs; and how LDs show up in academic behavior. Chapter 2, on the emotional environment, discusses what is necessary for a safe emotional climate; common psychological issues of LD students; the successful teacher of LD adolescents and adults; and strategies to create a beneficial emotional climate. Chapter 3 looks at what is necessary for a favorable physical setting; the ideal physical environment; and modifications for less than ideal conditions. Part II, on assessment, describes design and use of the assessment and these six steps: sequence of steps in assessment; intake interview; in-depth learning difficulties interview; formal and informal testing (basic reading, reading comprehension, writing, spelling, math); using the assessment data; and ongoing assessment. Part III, on counseling services, covers initial counseling services and ongoing services. Appendixes include test copies suitable for reproduction; mini samples of transparencies; and names and addresses of publishers of 11 tests. (YLB)

ED 442 002 CE 080 299

Hubschman, Betty
How Do Different Types of Adult Learners Adapt to Distance Education?
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 22, 1999).
LANGUAGE- English

ED 442 019 CG 029 762

Goldin, Eugene, Ed.
The Journal for the Professional Counselor, 1999.
PUB DATE- 99
NOTE- 194p.; Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescent Development; *Counseling; Counselor Educators; Counselor Training; Elementary Secondary Education; Higher Education; Mental Health; *Play Therapy; *Professional Associations; School Counselors; Youth Problems
IDENTIFIERS- Diagnostic Statistical Manual of Mental Disorders; *New York

This publication of the New York Counseling Association is dedicated to providing in-depth articles about research on topics relevant to the profession. It is designed for use by professionals working in schools, colleges, and agency settings. The 1999 volume comprises two issues. Issue 1 is devoted to the topic of play therapy. Articles include: "Play Therapy Special Issue" (E. Goldin); "Introduction to the Special Issue" (J. Cerio); "Curative Factors in Play Therapy" (C. E. Schaefer); "Typical Stages in the Child-Centered Play Therapy Process" (W. J. Nordling; L. Guerney); "Client-Centered Play Therapy Techniques for Elementary School Counselors: Building the Supportive Relationship" (E. Phillips; J. Mullen); "Developmental Considerations in Play and Play Therapy with Traumatized Children" (A. Drewes); "Play Therapy Training Practices for School Counselors: Results of a National Study" (J. Cerio; T. Taggart; L. Costa); "A Comparison of the Effects of Two Family Play Therapy Activities on Child Participation, Comfort, and Activity Preference in Family Therapy" (K. L. Giudici; J. Cerio); and "Future Directions in Play Therapy Research" (J. Cerio; H. Boehm-Morelli). Articles in Number 2 include: "Message from the President" (J. A. Bayle); "Observations as the Profession Approaches the Turn of the Century" (E. Goldin); "Youth Gangs: A Counselor's View" (T. M. Batsis; J. S. Koshi); "Stalking Behavior: Love and Delusion" (D. Farrugia); "School to College Transition Programs: Straight Talk about Alcohol and Sex" (J. M. Gibson); "Capturing the Teachable Moment in Counseling" (B. B. Kahn); "Media Strategies for Counseling Professionals" (J. Gill-Wigal; S. A. Gallagher Warden; M. R. Schlarb); "The Diagnostic Dilemma: Implications and Concerns for Use of the DSM-IV in a College or University Counseling Center" (S. Hodges); "An Empirical Study of College Students' Grief Responses: Death vs Non-Death Losses" (D. A. Cohen); and "Power Plays: Their Use and Abuse in Human Relations" (book review by D. L. Araoz). (Contains numerous references.) (JDM)

ED 442 020 CG 029 780

Perman, Kay; Kasemeier, Lori; Solatka, Debbi
Perceptions of an Elephant: The Kent School District Approach to Comprehensive Counselling & Guidance.
PUB DATE- 00
NOTE- 35p.; Paper presented at the Conference of the Washington State Counseling Association (Olympia, WA, March 2-4, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..."

college student's interpersonal skills, social skills, and physical ability. (Contains 22 references.) (JDM)

ED 442 041 CG 030 093

Adderholdt, Miriam; Goldberg, Jan
Perfectionism: What's Bad about Being Too Good? Revised and Updated Edition.
PUB DATE- 99
NOTE- 139p.; Edited by Caryn Pernu. Illustrated by Carolina Price Schwert.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Coping; Eating Disorders; Family Relationship; *Individual Development; Peer Relationship; Self Evaluation (Individuals); *Stress Management; Stress Variables; *Student Adjustment; *Youth Problems
IDENTIFIERS- *Perfectionism; Procrastination

Perfectionist tendencies seem to exist on a continuum, ranging from healthy to dysfunctional behavior. Gifted students, in particular, struggle with perfectionism. This book discusses how to strike a balance between three main areas of life: (1) work and school; (2) play and hobbies; and (3) family and social relationships. Geared towards adolescents, it explains why it is important to learn to give yourself a break, learn how to be pleased with who you are, and learn how to enjoy the healthy pursuit of excellence. Chapter 1 discusses the role of birth order, pressures to achieve, and media messages. Chapter 2 deals with problems in connecting one's identity to perfectionism, describes typical thinking patterns of perfectionists, and discusses procrastination. Chapter 3 addresses physical problems associated with perfectionism, including the overuse of caffeine and eating disorders. Chapter 4 discusses special relationship problems, including being too critical of others, looking for the "perfect" partner, and over-committing oneself. Chapter 5 presents suggestions for dealing with the pressures felt by perfectionists, including learning to fail, learning to laugh, and having fun with exercise. Chapter 6 concerns gender differences in how perfectionism is manifested. Chapter 7 contains suggestions for completing large projects, setting reasonable standards, planning positive alternative paths, and improving self-knowledge. Chapter 8 discusses ways to relax. Chapter 9 suggests a strategy for enhancing communication with parents and other adults. Chapter 10 delineates signs of depression or potential suicide and provides resources for obtaining help. (Each chapter contains print and Web site resources; it contains 49 references overall.) (JDM)

ED 442 042 CG 030 094

Fennerty, Dan; Lambert, Connie; Majsterek, David
Behavior Rating Scales: An Analysis.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Disorders; *Behavior Rating Scales; Child Development; Elementary School Students; Elementary Secondary

publication and traditional journals, as well as describing the movement toward acceptance of authoring on-line. The chapter then considers the format and design of h-journals, providing a description of a prototype and suggestions for authors writing in cyberspace. (Contains 23 references.) (MKA)

ED 442 062 CG 030 206

Day, Susan X; Schneider, Paul
The Subjective Experiences of Therapists in Face-to-Face, Video, and Audio Sessions.
PUB DATE- 00
NOTE- 17p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audiovisual Communications; *Counselors; Internet; Perception; *Psychotherapy; *Teleconferencing
IDENTIFIERS- Online Counseling; *Video Teleconferencing

Most psychotherapists hold preconceptions about what it could be like to deliver services using distance technology. Reactions to distance technology in counseling have been governed by guesses rather then by experience or research. However, a recent teletherapy project has provided insight into how remote systems of treatment actually are perceived. This chapter first describes how the project, the Telehealth Project, was set up and implemented, and then examines six themes that emerged from analyses of the comments of participating therapists. Findings strongly suggest that technologically mediated treatment may be a substitute for, and in some cases an improvement upon, traditional face-to-face therapy. No insurmountable barriers were found. Adaptability of both clients and therapists was impressive. Implications for clinical training and practice are briefly explored. Further research is needed on the best ways to train clinicians and work around the problems distance therapy presents. With the proper support and consultation, the well-trained practitioner already holds the tools needed to send his/her touch through cyberspace. (MKA)

ED 442 063 CG 030 207

Collie, Katharine R.; Mitchell, Dan; Murphy, Lawrence
Skills for On-Line Counseling: Maximum Impact at Minimum Bandwidth.
PUB DATE- 00
NOTE- 19p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counseling; Counselors; *Electronic Mail; Internet; Interviews; *Job Skills; *Technology
IDENTIFIERS- *Online Counseling

In July and August of 1999 Katharine Collie conducted an interview with Dan Mitchell and Lawrence Murphy on the topic of on-line counseling skills. The interview was done by e-mail so that Mitchell and Murphy could simultaneously demonstrate skills that they use in their e-mail counseling practice. This article contains a brief introduction that outlines the context for the interview, introduces the people involved in the interview, and highlights the key concepts that underline the discussion. These concepts include: using narrative and computer software; advice on developing cloze tests manually or with computer software; and a list of professional books referenced in the text as well as the middle and high school content area texts used as examples in the book. (RS)

ED 442 084 CS 013 998

Johns, Jerry L.
Basic Reading Inventory: Pre-Primer through Grade Twelve & Early Literacy Assessments. Seventh Edition.
PUB DATE- 97
NOTE- 379p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Informal Reading Inventories; Preschool Education; *Reading Achievement; Reading Comprehension; *Reading Diagnosis; Test Manuals; Test Use; Testing

This book explains how to administer, score, and interpret the Basic Reading Inventory. Included are graded word lists and graded passages that can be used with students to help place them in appropriate reading materials, to assess their comprehension, and to determine their strategies for word identification. Significant additions to the seventh edition are the inclusion of early literacy assessments and the development of word lists and passages to extend the Basic Reading Inventory through grade 12. Part One of the book presents the manual for the Basic Reading Inventory and consists of 8 sections: (1) Introduction to the Basic Reading Inventory; (2) Regular Administration and Scoring Procedures; (3) Determining the Student's Three Reading Levels; (4) Instructional Uses of Inventory Results; (5) Timesaving Administration Procedures; (6) Helping Students Monitor Their Reading; (7) Extending Learning; and (8) Procedures Used To Revise the Basic Reading Inventory. Part Two presents five forms of the Basic Reading Inventory: an oral reading, silent reading, optional, narrative passages, and expository passages forms. Part Three contains appendixes that provide early literacy assessments, procedures for eliciting and evaluating passage retellings, extra passages, and assessor's aids. (Contains over 100 general references, approximately 110 references for history and development of the informal reading inventory, 13 figures, and 19 tables.) (RS)

ED 442 085 CS 013 999

Searfoss, Lyndon W.; Bean, Thomas W.; Gelfer, Jeffrey I.
Developing Literacy Naturally.
PUB DATE- 98
NOTE- 120p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; Day Care Centers; Early Childhood Education; *Emergent Literacy; *Language Acquisition; Parent Participation; Portfolio Assessment; Thematic Approach
IDENTIFIERS- Literacy Assessment

Young children have a natural interest and excitement about language and literacy. This book is designed to help teachers carefully evaluated when new basals are chosen so that the very best one(s) are selected for a class. Committees need to be at work to make the final choices. Each prospective textbook needs thorough appraisal in terms of quality. Once a textbook is chosen, the teacher may use it as a guide. Within that framework, the teacher may choose a variety of learning opportunities for pupils to supplement content in the textbook. A multimedia approach should be used to provide for individual differences. A textbook should never be used with no other instructional materials. Teachers should use textbooks in a flexible manner, and they should be discouraged from saying they teach well due to not using a textbook. Quality instruction rests upon the uses made of textbooks by creative teachers and pupils in teaching and learning situations. (RS)

ED 442 105 CS 217 140

Lenski, Susan Davis; Johns, Jerry L.
Improving Writing: Resources, Strategies, Assessments.
PUB DATE- 00
NOTE- 281p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Revision (Written Composition); Teaching Methods; *Writing Evaluation; *Writing Improvement; *Writing Instruction; Writing Strategies

Comprehensive and practical, this book provides resources, strategies, and assessments that seamlessly weave writing into everyday classroom routines. The resources in the book include reproducible student worksheets, transparency masters, teacher and student examples, and technology tips in the form of Web site addresses. Strategies throughout the text will help students achieve that important life skill of written communication beginning at an early age. The book also provides assessments in the form of teacher self-assessment, student self-assessment, and rubrics. Practical evaluative ideas as well as cautions about becoming an audience of one are given and explained. Chapters in the book are: (1) Improving Writing Instruction; (2) Creating a Writing Community; (3) Informal Writing: Building Fluency; (4) Writing Content: Identifying Thoughts; (5) Writing Structures: Understanding Organizational Patterns; and (6) Writing Style and Mechanics: Rewriting. Appendixes contain addresses of professional organizations and agencies; contact information for 63 publishers of student writing; postal and web site addresses of National Basketball Association teams; and a list of 549 writing formats. Contains 133 references. (RS)

ED 442 106 CS 217 142

Zarnowski, Myra
No Laughing Matter: Where's the Humor in Nonfiction.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (New York, NY, March 16-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

Plans; Primary Sources; Research Tools; Resource Materials
IDENTIFIERS- *Virginia (Jamestown)

In this lesson, students study census data showing the names and occupations of early settlers of the English settlement at Jamestown, Virginia, to discern how life changed in the Jamestown settlement in the first few years after it was founded. Learning objectives of the lesson plan are: (1) to gain experience gathering information from primary sources; (2) to examine changes over time in conditions at Jamestown as revealed in primary documents from early years in the colony; and (3) to organize a statement of findings. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (grades 3-5), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 127 CS 217 175

Life on the Great Plains. Lesson Plan .
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.
PUB DATE- 00
NOTE- 11p.; Also sponsored by the National Trust for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indians; Area Studies; *Geographic Regions; High Schools; Language Arts; Lesson Plans; Letters (Correspondence); *Regional Characteristics; *United States History; Writing Assignments
IDENTIFIERS- Great Plains (North)

In this four-part lesson, students examine the concept of geographic region by exploring the history of the United States Great Plains. In Part I, students gather information about the location and environment of the Great Plains in order to produce a map outlining the region in formal terms. In Part II, students examine how the region has been mapped at different stages in United States history and create informational brochures which reflect the changes the maps mark in the functional definitions of the Great Plains. In Part III, students compare descriptions of the region, from the time of the Spanish conquistadors to the early 20th century, and write their own descriptions based on these models in order to gauge how changing perceptual definitions of a region reshape its identity and its relationship to human life. Finally, in Part IV, students compare images of two cultures that made their homes on the Great Plains, Native Americans and "sodbusters," and summarize their distinct ways of life and the distinctive regional identity each brought to the Great Plains by writing imaginary letters from a Native American and a sodbuster homesick for the land they have left behind. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (9-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS) of each human being and in democracy and democratic values; (2) it must account for the ethical dimension of all communication, for various communication roles and responsibilities, and for the increased power of communication and its consequent uncontrollable nature; (3) it must be offered as suggestion rather than commandment; and (4) it must be broadly applicable. (EF)

ED 442 147 CS 510 336

Abdullah, Mardziah Hayati
Media Literacy. ERIC Digest D152.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Audience Awareness; Class Activities; Elementary Secondary Education; *Mass Media; *Mass Media Effects; *Mass Media Role; Social Bias; Stereotypes
IDENTIFIERS- ERIC Digests; *Media Literacy

Noting that children today are growing up in a "media saturated" world in which mass media, including the Internet, have a commanding presence in daily life, this Digest argues that it is imperative for educators to teach what M. Megee (1997) calls "the new basic"--media literacy--so that learners can be producers of effective media messages as well as critical consumers of ideas and information. It discusses what media literacy is, understanding media messages, identifying stereotypes and biases, reading beyond realism, and understanding audiences. It concludes with possible learning activities and Web site addresses of three media literacy organizations. (RS)

ED 442 148 CS 510 337

Matheson, Susan; Moon, Melissa; Winiecki, Amy
Improving Student Ability To Follow Directions through the Use of Listening Skills Instruction.
PUB DATE- 00
NOTE- 70p.; M.A. Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Cooperative Learning; Elementary Education; Grade 3; Grade 4; Instructional Effectiveness; *Listening; Listening Habits; *Listening Skills
IDENTIFIERS- Active Listening; Direct Instruction

This report describes a program for improving active listening skills and the ability to follow oral directions. The targeted population consisted of third and fourth grade students in three different elementary schools. Two schools are located in far northern suburbs outside a large midwestern city. The other school is a southern suburb of a smaller midwestern city. The problem of poor listening skills was documented with teacher, parent, and student surveys, standardized testing scores, and teacher checklists. Analysis of probable cause indicated that lack of instruction, environmental issues, physical conditions this story, Sundiata's historical kingdom, and notes about the storyteller); (2) The Story and Characters (offering an outline with pictures of the story and characters); (3) Listening to Lines (presenting some lines from the play and examining how they help develop the story and give the audience information about the characters); (4) Theatre Collaborators (discussing the many people who work together to make a theatre performance happen); and (5) Collaborating on the Performance (explaining the important role of the audience in a live theatre event). Resources for further exploration are listed. (SR)

ED 442 170 CS 510 359

Molloy, Dawn Eddy
Judy Blume's "Tales of a Fourth Grade Nothing": Adapted for the Stage by Bruce Mason. Cue Sheet.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiences; Class Activities; Cultural Activities; Elementary Education; Novels; Playwriting; Production Techniques; *Theater Arts
IDENTIFIERS- *Blume (Judy); *Drama in Education

This performance guide is designed for teachers to use with students before and after a performance of Judy Blume's "Tales of a Fourth Grade Nothing," adapted for the stage by Bruce Mason. The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) The Story (offering a brief introduction to the plot and characters and some lines from the play to listen for); (2) Adaptation: Turning a Novel into a Play (looking at how novels are changed into plays, and offering some class activities); (3) Meet the Characters (listing all the characters in the play and looking at how 6 actors play 17 characters); (4) Being a Fourth Grade Nothing (looking at feelings in the play); (5) Behind the Scenes (looking at how director, designers, crew, and stage manager all collaborate to create a play); (6) The Final Collaborator Is... (looking at the audience's important role in creating theatre); and (7) Meet Judy Blume (offering background information about this well known author of children's books). Resources for further information are listed. (SR)

ED 442 171 CS 510 360

Jennings, Caleen Sinnette
"To Be Young, Gifted, and Black." Cue Sheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiences; Black Culture; Black History; Black Leadership; Class Activities; Cultural Activities; Elementary Secondary Education; Playwriting; Production Techniques; *Theater Arts; United States History
IDENTIFIERS- *Drama in Education; *Hansberry (Lorraine)

improved on at least 1 measure of student achievement over the last 10 years. Although the last decade has seen improvements in the amount and quality of information about ways to raise student performance, there continues to be unacceptably large gaps among the achievement levels of students from different racial and ethnic backgrounds and from different income levels. (DFR)

ED 442 191 EA 030 437

Bingler, Stephen
What If...New Schools, Better Neighborhoods, More Livable Communities.
SPONS. AGENCY- James G. Irvine Foundation, San Francisco, CA.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Neighborhood Improvement; Public Schools; *Quality of Life; *School Construction; School Space; *Urban Environment
IDENTIFIERS- *California

State-mandated reforms in educational practices, such as class-size reduction, have created the need for more and better educational facilities, but pressure from growth and poor planning decisions are stretching other forms of public infrastructure development to the limit and draining economic vitality from cities and towns. Current programs, procedures, and policies need to confront these challenges with smarter strategies for planning and implementation, such as schools that serve as centers of their communities; gymnasiums and play fields that double as community parks and recreation centers; auditoriums that serve as community theaters; and incorporation of centralized libraries, health clinics, and other community services into schools for greater community access and engagement. Smarter schools can also use a wide range of community resources--like museums, zoos, and other existing facilities--to create integrated learning centers. Smarter schools is a concept that also has implications for the so-called "smart growth" strategies for urban and regional planning. An overview of seven case studies that embody some of these smarter planning principles are included. (DFR)

ED 442 192 EA 030 438

Copland, Michael Aaron
Developing the Problem-Framing Skills of Prospective Principals.
PUB DATE- 00
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Elementary Secondary Education; *Heuristics; Higher Education; Principals; *Problem Based Learning; *Problem Solving; *School Administration; *Thinking Skills
IDENTIFIERS- *Stanford University CA

The ability to understand and frame problems encountered in

Acceptance; *Peer Relationship; Primary Education; *Social Development; Teacher Role
IDENTIFIERS- Seven Oaks School Division Number 10 MB

This study investigated the inclusion of two children (age 7) in a general education classroom to illustrate the concepts of under inclusion and over inclusion. One child, who was found to be under included, rarely played with classmates on the playground and during "choice time" in class spent most of his time watching other children work or play. He watched others play checkers but rarely played the game himself and periodically would complain about never getting a turn at checkers, to which current players gave complicated reasons for his having to wait his turn. The other child was found to be over included. She was one of the most popular students in the class, was never alone on the playground, and could always be found standing or walking about, surrounded by a loosely defined circle of girls. The attention, however, was not always good for her, socially or academically. Strategies, including a group activity called "readers' circle", used by the teacher to moderate the extremes of under inclusion and over inclusion are discussed. (Contains 10 references.) (CR)

ED 442 212 EC 307 847

Schrag, Judy A.
Welfare Reform: Issues, Progress, and Implications for Persons with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Adults; *Agency Cooperation; *Change Strategies; Children; Day Care; *Disabilities; Educational Legislation; Elementary Secondary Education; Eligibility; *Federal Legislation; *Federal State Relationship; Health Maintenance Organizations; Health Services; Human Services; Integrated Services; Nutrition; Preschool Education; Social Action; Special Education; State Departments of Education; State Legislation; State Programs; *Welfare Services
IDENTIFIERS- Amendments; Balanced Budget Act 1997; Individuals with Disabilities Educ Act Amend 1997; Personal Responsibility and Work Opp Recon Act; *Related Services

The 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) place an emphasis upon improved results for students with disabilities. A coordinated services system is encouraged in order to improve the effectiveness and efficiency of service delivery and accountability for results. To coordinate services with other agencies, state special education administrators must align the implementation of IDEA and state special education laws with other applicable federal and state laws. Intended to assist state education administrators as they work with welfare, health, and other human services counterparts in developing coordinated programs for persons with disabilities, this document discusses key provisions of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA) and the Balanced Budget Act of 1997 (BBA). The Temporary Assistance for Needy Families (TANF)block grant program, the Supplemental Security Income (SSI) program, child nutrition programs, and Medicaid provisions are discussed. It further describes various state implementation strategies that are benefiting persons with

This report is part of a series of reports designed to document innovative daytime and supported living practices. It is based on a site visit to Katahdin Friends, Inc. (KFI) in March 1998. Since the mid-1980s, KFI, located in Millinocket, Maine, has transformed its supports for people with developmental disabilities from those that promote segregation to those that promote community inclusion and membership. KFI has transformed their preschool into an integrated preschool and closed the special purpose school, transferring children into regular public schools. In addition, they closed both the workshop and the day program, opting instead to support people in community jobs and other meaningful, integrated daytime activities. At the time of the site visit, the agency provided supported living services to 22 people and day services to 14 individuals. The first section of the report describes some of the key factors that facilitated conversion. The next section presents examples of community supports provided by the agency. A concluding section discusses key components to the conversion process, including a value base that plays a strong role in guiding decisions and actions, persistence, creativity, a focus on relationships, and collaboration. (CR)

ED 442 232   EC 307 868

Lane, Nancy
Resource Packet on Disability, Spirituality, and Healing.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 182p.; This information package is distributed through an agreement between A Healing Ministry and the National Resource Center on Supported Living and Choice, Syracuse University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Adults; Children; Church Programs; Church Responsibility; *Church Role; *Churches; *Clergy; *Coping; *Counseling Techniques; Curriculum; *Disabilities; Priests; Religion; Training Methods

This resource packet includes information relating to the inclusion of people with disabilities in the Christian church. The first article, "Changing Attitudes, Creating Awareness," highlights several critical areas where churches can begin to understand the barriers of exclusion to people with disabilities. The following article, "Victim Theology," discusses biblical and theological issues that blame and victimize persons with disabilities. A syllabus is included of a two-credit course that introduces students to ministry with people with physical and mental disabilities. The syllabus and an extensive annotated bibliography serve to provide a reference guide for resources that are available to churches. The next section of the packet includes handouts used for courses, retreats, and lectures. Information addresses: (1) church accessibility; (2) counseling persons with disabilities or their families; (3) implications of disability on family life; (4) the grief cycle; (5) identifying spiritual needs; (6) forgiveness; (7) strategies for pastoral care of persons with disabilities or their families; and (8) attitudes of clergy with disabilities. Reprints are included of "Healing of Bodies and Victimization of Persons: Issues of Faith-Healing for

IDENTIFIERS- Americans with Disabilities Act 1990; *Individuals with Disabilities Educ Act Amend 1997; *Rehabilitation Act 1973 (Section 504)

Designed for special and regular education teachers, principals, directors, and others, this text provides information on special education law and children with disabilities who are of public school age. It provides a conceptual foundation for the explosion over the past 25 years of federal laws affecting children with disabilities and is intended to help practitioners become informed about their particular roles and the roles of others in educating children with disabilities. Specific chapters address: (1) special education law and how to read it; (2) the Individuals with Disabilities Education Act (IDEA); (3) Section 504 of the Rehabilitation Act of 1973; (4) the Americans with Disabilities Act; (5) disability evaluation, contagious diseases, appropriate education, placement, discipline, and due process under Section 504; and (6) eligibility, evaluation, Individualized Education Programs, due process, student records and privacy issues, appropriate education, related services, inclusion, placement, and discipline of students with disabilities under IDEA. The last chapter discusses remedies under IDEA. Appendices include U.S. Supreme Court decisions concerning services under IDEA and selected Internet sites with information on special education and disabilities. A glossary of legal terms and an index of cited court cases are also included. (Chapters include references.) (CR)

ED 442 252   EC 307 890

Parent Guide to Special Education.
PUB DATE- 99
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Discipline; Due Process; Elementary Secondary Education; Eligibility; Inclusive Schools; *Individualized Education Programs; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation; Referral; *Special Education; *Student Evaluation; *Student Placement
IDENTIFIERS- *North Dakota

This guide for North Dakota parents provides an overview of the special education process and the rights of students with disabilities and their families. Section 1, "The Special Education Process," provides answers to questions on the following topics that parents might have about the special education process: special education referral, prior written notice to parents, consent requirements, student evaluation, independent educational evaluation, Individualized Education Programs (IEPs), and student records. A chart detailing each step of the special education process and the applicable parent and school district roles is included. Section 2, "Procedural Safeguards," discusses parent participation, prior written notice, parental consent, student records, evaluation procedures, least restrictive environment, and educational surrogate parents. Concerns that the parent may have about mediation, complaints, due process hearings, discipline, and private school placement are also addressed. The last section, "Glossary and Additional Resources," lists special education

ED 442 274 FL 026 277

Pacific Language Use in the Schools (PLUS) Study. Progress Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Classroom Communication; Elementary Education; English (Second Language); *Federal Programs; Foreign Countries; Instructional Materials; Language Patterns; Language Proficiency; Language Tests; *Literacy; *Pacific Islanders; Questionnaires; Samoan; Samoan Americans; Second Language Instruction; Second Language Learning; *Teaching Methods; Testing; Uncommonly Taught Languages; Worksheets
IDENTIFIERS- American Samoa; Federated States of Micronesia; Guam; Hawaii; Marshall Islands; Palau

This study sought to address concerns that high levels of literacy in both English and local languages are not being attained by children in U.S.-affiliated Pacific entities served by Pacific Resources for Education and Learning (PREL). The study was designed to answer the following question: Do classroom language use and instructional practices influence students' literacy development? Related research questions included: What are current policies and guidelines for teaching first (L1) and second (L2) languages in each entity in the study? How are L1 and L2 taught in the primary grades? What is the relationship between L1 and L2 instructional practices and L1 and L2 student literacy? and What are the L1 and L2 proficiencies of the teachers in each entity? The results of the study identified appropriate instructional practices and classroom language use patterns that relate to higher levels of student literacy achievement in the diverse linguistic and cultural settings of the Pacific. They also provided information about where support is most needed, which in turn led to the development of better curriculum materials, training modules, and revised language policies. Numerous handouts, worksheets, questionnaires, survey instruments, and instructional materials are included. (KFT)

ED 442 275 FL 026 278

Sun, Yu-Chih
Using On-line Corpus To Facilitate Language Learning.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Vancouver, British Columbia, Canada, March 14-18, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; College Students; *Computer Assisted Instruction; *Computer Uses in Education; *English (Second Language); Foreign Countries; Higher Education; Indexes; Native Speakers; Questionnaires; Second Language Instruction; Second Language Learning; *Student Attitudes; *World Wide Web
IDENTIFIERS- Taiwan

The potential for on-line corpus in language teaching and learning has been the focus of attention on the part of

Linguistics.
PUB DATE- 99
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Australian Aboriginal Languages; Descriptive Linguistics; Foreign Countries; *Grammar; Indigenous Populations; *Morphology (Languages); Phonology; Second Language Instruction; Second Language Learning; Sociolinguistics; Structural Analysis (Linguistics); *Syntax; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Australia

Wagiman is an Australian Aboriginal language spoken in the northern part of the Northern Territory by about ten people. It possesses an unusual open class of words, which are called coverbs. Most frequently coverbs are paired with an inflecting verb from a closed class to form a complex predicate. This book provides a descriptive and analytical account of the behavior of coverbs in Wagiman, especially their role in complex predicate formation. The book aims to discover what principles are at work in directing and constraining this process, and how the meaning of the whole is derived from the meanings of the parts. After discussing a wide range of data from the language, a formal lexical functional grammar is outlined. It is argued that to account for the intricacy of Wagiman complex predicates, it is necessary for the grammar to make explicit reference to representations of lexical meaning, and that complex predicate formation can be seen as the fusion of these semantic representations. Chapter titles include the following: "Some Essential Features of Wagiman Morpho-Syntax"; "Coverbs as a Word Class"; "Coverb Constructions"; "The Semantics and Arguments of Complex Predicates"; "A Formal Approach to Complex Predicates." Two appendices are included: "Abbreviations and Conventions" and "Orthography and Phonology." (KFT)

ED 442 296 FL 026 307

Bakker, Peter
A Language of Our Own: The Genesis of Michif, the Mixed Cree-French Language of the Canadian Metis. Oxford Studies in Anthropological Linguistics, 10.
PUB DATE- 97
NOTE- 332p.; Revision of doctoral thesis, Universiteit van Amsterdam, 1992.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Languages; *Anthropological Linguistics; Canada Natives; Chippewa (Tribe); *Cree; Cree (Tribe); *Diachronic Linguistics; Ethnography; Foreign Countries; Indigenous Populations; Language Typology; *Ojibwa; Uncommonly Taught Languages
IDENTIFIERS- Algonquin (Tribe); Canada; *Michif

The Michif language, spoken by descendants of French Canadian fur traders and the Cree and Ojibwe Indians of western Canada and the northern United States, is a difficult and unique language because it uses French for nouns and Cree for verbs, therefore comprising two different sets of grammatical rules. This book employs historical research and fieldwork data to present the first detailed analysis of this language. The central question of this book is to determine what kind of language Michif is

Organizations; *National Programs; National Surveys; Outcomes of Education; Partnerships in Education; Program Effectiveness; Program Evaluation; *Public Policy; *Resource Allocation; Role of Education; *Student Financial Aid
IDENTIFIERS- *Europe; EURYDICE

This volume is the first in a new series of comparative studies carried out by EURYDICE (Education Information Network in the European Community) and is intended to provide in-depth analyses of specific issues of major interest for political decisionmakers and educational cooperation at the European level. The volume is organized into three sections. A general introduction with three sections describes the definition and scope of the study, its contextual elements, and a discussion of public resources devoted to student support. Part 1 describes present systems of student financial support and its chapters are: (1) "Registration and Tuition Fees"; (2) "Grants and Loans"; (3) "Cash Benefits Available to Families with Student Children"; (4) "Other Social Benefits"; (5) "Support for Study Abroad"; (6) "Support for Foreign Students"; and (7) "Models of Financial Support." Three chapters in part 2, "Contextual Analysis," include: (1) "How Support Systems Have Developed"; (2) "The Basis of Systems and Factors Underlying Changes to Them"; and (3) "Recent Debate and Current Prospects." A glossary, definitions of statistical tools, and tables that summarize country by country chronologies of reforms, aims, and context are also included. Appended are lists of EURYDICE network members and national experts. (CH)

ED 442 315 HE 032 727

Organization of Higher Education Structures in Europe (1998-99). EURYDICE Focus.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 99
NOTE- 89p.; Available in English, French, and German. For related EURYDICE documents, see HE 032 725-726.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Admission (School); Comparative Education; *Educational Opportunities; *Educational Policy; Foreign Countries; Higher Education; *Institutional Characteristics; *International Education; International Organizations; *National Programs; National Surveys; Peer Institutions; *Resource Allocation; Role of Education
IDENTIFIERS- Cyprus; Europe (Central); Europe (East); European Union; *EURYDICE; Iceland; Liechtenstein; Norway

This publication is the first in a new series which aims to illuminate particular aspects of European education systems. This document is devoted to basic information on the structures and organization of higher education in all countries taking part in "Socrates," the EURYDICE (Education Information Network in the European Community) action program in education. Fifteen countries in the European Union, plus Iceland, Liechtenstein, and Norway, as well as 10 central and eastern European countries and Cyprus, participate in this program. Diagrammatic information for each country illustrates the duration of courses by discipline, existence (or nonexistence) of selection at the point of entry, names of institutions, and the degrees and other qualifications awarded, as well as noting opportunity for specialized study after obtaining first qualification. Before the pages of diagrams, an introductory section summarizes the main points of comparison, noting especially

The Governance of the City University of New York: A System at Odds with Itself.
SPONS. AGENCY- New York City Office of the Mayor, NY.; William and Flora Hewlett Foundation, Palo Alto, CA.; J. M. Kaplan Fund, New York, NY.; John M. Olin Foundation, Inc., Alton, IL.; David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 00
NOTE- 76p.; Research also conducted by the Council for Aid to Education under contract to the Mayor's Task Force on the City University of New York. Additional funding was provided by the Achelis Foundation, the Bodman Foundation and the Starr Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Organization; Administrator Responsibility; *College Governing Councils; *Governance; Governing Boards; *Government School Relationship; Higher Education; Institutional Autonomy; Multicampus Colleges; Organizational Effectiveness; *Policy Formation; Politics of Education; *Public Colleges; Remedial Programs; Resource Allocation; State Government; Universities
IDENTIFIERS- *City University of New York

This study, conducted for the Mayor's Advisory Task Force on the City University of New York (CUNY) in 1998 and 1999, was charged with reviewing and making recommendations regarding: (1) the uses of city funding by CUNY; (2) the effects of open admissions and remedial education on CUNY's capacity to provide high-level college courses; (3) third-party remediation services prior to admission; and (4) implementation of other reform measures as appropriate. Separate chapters of the report provide an historical overview; examine the authority and functions of the Regents of the University of the State of New York; examine the composition and responsibilities of the CUNY Board of Trustees and its central decision-making functions; examine the structure of the university colleges, collegiate independence, and the failure of university-wide academic planning; and examine the college governance structure. A concluding section sets forth recommended reforms, including: the need for central leadership combined with local autonomy, with each college accountable for its outcomes; the need for consensus at the top levels of university governance; and clarification of the relationship between the board and elected officials, with elected officials playing a significant role in the definition of the institution's mission and structure. A section on methodology is appended. (Contains 60 references.) (CH)

ED 442 337 HE 032 909

The Hope & Lifetime Learning Education Tax Credits.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Students; *Federal Programs; Financial Aid Applicants; Higher Education; Parent Financial Contribution; *Paying for College; Postsecondary Education; *Student Financial Aid; *Tax Credits; Tax Deductions; Vocational Education

the traditional academic hierarchy an opportunity to develop a strong national reputation based on teaching alone; (2) it offers individual faculty members external validation of their teaching activities, thus enhancing their employment opportunities; and (3) it creates opportunities for an entrepreneurial teaching faculty. While the study notes that enrollment in WGU programs has not met expectations thus far, it concludes that the WGU model offers a new way of thinking about the future of higher education. (RAB)

ED 442 357 HE 032 931

Annual Report of the Statewide Extended Campus, 1998-1999: A Report on the Colorado Statewide Extended Studies Program, Off-Campus State-Funded Programs, and Out-of-State (and Out-of-Country) Programs.
PUB DATE- 99
NOTE- 48p.; Cover title: "Annual Report: Statewide Extended Campus 1998-99."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Distance Education; Educational Finance; Enrollment; Enrollment Trends; *Extension Education; Higher Education; Program Content; State Colleges; *State Programs; State Universities; Two Year Colleges
IDENTIFIERS- *Colorado

This report summarizes the activities of the three components of Colorado's statewide extended campus during the 1998-99 academic year. The first, and largest, section focuses on the extended studies program, which has been Colorado's primary vehicle for the delivery of off-campus instruction since 1972. The report provides an overview of the program, course and enrollment statistics, the program's mission, the legislative intent in creating the program, its primary features, methods of delivering instruction, and enrollment trends. Tables and figures provide data on current enrollments and enrollment trends and institutional expenditures. The second section describes off-campus state-funded programs, which are complete degree or certificate programs that have been proposed by institutions through their governing boards and approved by the State Commission. Financial and program data are provided for the five institutions that delivered programs in 1998-99. The final section reports on the 13 institutions participating in the out-of-state and out-of-country programs, and includes an overview, a summary of state policy regarding out-of-state public higher education, and a list of courses available from the State Board of Agriculture, the Colorado School of Mines, several Colorado state colleges, the University of Colorado, the University of Northern Colorado, and three state community colleges. (RAB)

ED 442 358 HE 032 932

Clark, Charles S.
Campuses Move toward Sustainability.
SPONS. AGENCY- Robert W. Woodruff Foundation, Inc., Atlanta, GA.
PUB DATE- 00
NOTE- 18p.; Theme issue. Published three times a year.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Colleges; Conservation (Environment); Energy

average salary for all faculty in all major fields, and, respectively, 0.7 percent per year above and 0.6 percent per year below the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 376 HE 032 966

Howe, Richard D.
Salary-Trend Study of Faculty in Criminal Justice and Corrections for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Correctional Rehabilitation; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index; *Criminal Justice

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for criminal justice and corrections faculty at 119 public and 68 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $50,238 for 766 criminal justice and corrections faculty in public institutions was 14.2 percent lower and the average salary of $43,827 for 183 faculty in private institutions was 24.8 percent lower than the average salary for all faculty in all major fields, and, respectively, 1.4 percent per year above and 1.7 percent per year below the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 377 HE 032 967

Howe, Richard D.
Salary-Trend Study of Faculty in Curriculum and Instruction for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Curriculum;

private colleges. (SM)

ED 442 395 HE 032 985

Howe, Richard D.
Salary-Trend Study of Faculty in Mathematics for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Mathematics; *Mathematics Instruction; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 5,745 mathematics faculty at 289 public institutions and 2,345 faculty at 360 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $57,304 for mathematics faculty in public institutions and the average salary of $54,621 for faculty in private institutions were, respectively, 0.2 percent lower and 0.4 percent higher than the average salary for all faculty in all major fields. The average salary increase was, respectively, 1.8 percent per year and 0.7 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 396 HE 032 986

Howe, Richard D.
Salary-Trend Study of Faculty in Multi/Interdisciplinary Studies for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Interdisciplinary Approach; *Multicultural Education; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

Howe, Richard D.
Salary-Trend Study of Faculty in Visual and Performing Arts for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; *Theater Arts; Trend Analysis; *Visual Arts
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for visual and performing arts faculty at 100 public institutions and 72 private institutions. The study found that for the 1999-2000 period the average salary of $56,758 for 1,474 visual and performing arts faculty in public institutions and $47,561 for 357 visual and performing arts faculty in private institutions were, respectively, 1.1 percent and 15.0 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 6.6 percent per year and 0.7 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 415 HE 033 012

Davis, Andrea M.
Effects of Gender, Cognitive Learning Styles, and Computer Anxiety on Students' Academic Achievement and Performance: A Preliminary Study I.
PUB DATE- 99
NOTE- 77p.; For Preliminary Study II, see HE 033 013. Contains small sections of type on some manuscript pages which are barely legible and some sections of light type which are not legible.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Cognitive Measurement; *Cognitive Style; Cognitive Tests; *Computer Anxiety; Computer Uses in Education; Higher Education; Instructional Effectiveness; *Sex Differences; Statistical Analysis; Tables (Data); User Friendly Interface
IDENTIFIERS- Texas

in the latter study characterized their parents as stressing high standards of excellence during their formative years. Most deans also participated in one or more youth leadership activities, with the majority choosing community-oriented activities. This paper finds that the formative experiences of academic deans and corporate CEOs are similar; parental expectations for both groups are high; both groups have comparable academic backgrounds, and both groups hone their leadership skills in high school and college. Therefore, the paper suggests, reciprocal networking and mentoring between corporations and universities could benefit all those involved. (Contains 27 references.) (CH)

ED 442 435 HE 033 033

Barbour, Ann; Chee, Anna; Frank, Carolyn; Land, Robert; Lang, Frances Kuwahara; Quinn, Juli; Uy, Frederick
The Newbie Prof Experience: The Acclimation Process of Seven New Professors.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Elementary Secondary Education; *Faculty Development; Higher Education; *Individual Development; Mentors; School Orientation; *Staff Development; *Teacher Orientation; Teacher Surveys
IDENTIFIERS- California State University Los Angeles

This paper examines the experiences of seven new faculty at a charter school of education at California State University Los Angeles. The seven new professors in the study were asked to engage in ethnographic interviews that described and categorized their experiences, and contrasted them with other events. Interview questions focused on: descriptions of experiences; mentors in the university; differences between teaching in elementary/high schools and in higher education; challenges of being new professors; and benefits of being in a cohort of new professors. The study found that the responses of the new professors differed considerably. While some found the mentor relationship satisfactory, others did not. Reactions to the usefulness of orientation meetings and a course on university instruction found the former welcoming but the latter not useful. Other factors or experiences which were helpful in acclimatizing to university life included helpful senior faculty, office mates, the division chairperson, key office staff, and being part of the cohort itself. The paper concludes that those experiences that were based on personal connections and two-way communication, rather than formalized institutional events, were most useful in promoting acclimatization to the university setting. (CH)

ED 442 436 HE 033 034

Ikeda, Elaine, K.
How Reflection Enhances Learning in Service-Learning Courses.
SPONS. AGENCY- California Univ., Los Angeles. Graduate School of Education & Information Studies.; California Univ., Los Angeles. Higher Education Research Inst.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Downes, Toni
The Computer as a "Playable" Tool.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Behavior; Childhood Attitudes; Children; *Computer Attitudes; Computer Uses in Education; Curriculum Development; Elementary Education; Foreign Countries; Learning Strategies; *Microcomputers; *Play; Preschool Education; Qualitative Research; Socioeconomic Influences; Use Studies
IDENTIFIERS- Australia (Sydney); *Computer Use; Computer Users; *Home Computers; Technology Integration; Technology Utilization

This paper reports the results of a 3-year study of children's use of computers in their homes and examines the implications of such use for educators. Subjects were over 400 children between ages 5 and 12 who came from a variety of social, economic, and cultural backgrounds in urban Sydney (Australia). The study aimed to develop knowledge and understanding about the reciprocal relationship that develops between the child and the computer within the socio-cultural context of the home, and it aimed to inform the work of educators who are seeking to develop programs using computing technologies within schools. Social discourses surrounding children's use of home computers are explored in ways that elucidate the relationship between discourse and affordances. Children's conceptions of computers as a playable tool are highlighted. Considered is the co-agency of the relationship between the child and the computer for educators who want to incorporate children's ways of learning and achieve effective integration of computing technologies in the curriculum. Contains 24 references. (Author/MES)

ED 442 455 IR 020 032

Salinas, Susan Elwood
Exploring Motivational Factors in Technology Standards Integration with a Preservice Educator: An Action Research Inquiry.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Educational Objectives; *Educational Technology; Higher Education; *Instructional Development; Methods Courses; *Preservice Teacher Education; *Standards; *Teacher Educators; *Teacher Motivation; Teaching Methods
IDENTIFIERS- *Stages of Concern about the Innovation; *Technology Integration; Technology Role

This study explored a preservice teacher educator's goals with technology in her teaching methods class at Southern Teachers University (Texas) regarding state and national teacher preparation technology mandates and possible motivational factors for including technology in current preservice education courses. Action research was selected as the theoretical base; data collection methods included interviews, Career Planning; Communication Skills; Competence; *Competency Based Education; Computer Literacy; Computer Science; Consumer Education; Economics; Economics Education; Entrepreneurship; Ethics; High Schools; Information Systems; Information Technology; *Integrated Curriculum; International Trade; Interpersonal Competence; Job Search Methods; Law Related Education; Leadership; Leadership Qualities; Learning Activities; Lesson Plans; Marketing; Models; Money Management; Nontraditional Students; Performance Factors; Portfolios (*Wisconsin

IDENTIFIERS- *Wisconsin

This document, which is intended for teachers of high school-level business education courses, contains both the academic standards for business education in Wisconsin secondary schools that were disseminated in 1998 and learning activities to enable students to meet the standards. The activities were developed for students completing grade 12 and were designed in the Wisconsin Instructional Design System format. All activities reflect state-of-the-art technology and concepts and are intended to serve as examples and a catalyst for instruction. Although some activities are specific for courses, others may be integrated into a variety of courses. All standards are cross-referenced to Wisconsin's standards for English language arts, mathematics, and social studies. The document is divided into 11 sections that include the following components: content standards; performance standards; and learning activities. The learning activities include some or all of the following elements: standard addressed; directions for completing the activity; scenarios; scoring standard; rating scale; scoring guide; and directions to the teacher. The section topics are as follows: communications; information systems/technology; financial procedures; economics; entrepreneurship; marketing; international business; principles of management; principles of law; interpersonal and leadership skills; and career development. (MN)

ED 441 966 CE 080 244

Jager, Matthias; Buhrer, Tobias

Financing TVET. Information Package No. 2.

SPONS. AGENCY- Swiss Agency for Development and Cooperation, Berne.

PUB DATE- 00

NOTE- 30p.; Prepared by KODIS Consult GmbH.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Developed Nations; Developing Nations; *Educational Finance; *Financial Support; Foreign Countries; *Fund Raising; Labor Force Development; Models; *Money Management; Postsecondary Education; Secondary Education; *Vocational Education

IDENTIFIERS- England; France; Korea; Singapore; South America

This information package looks at the methods of financing vocational education and training (TVET), especially in European countries. The first section examines categories of training, who should pay for training, possible fund-raising or revenue-generating mechanisms, financing mechanisms, and limitations of financing TVET. In the second part, a few real-world examples of TVET in France, Latin America, Korea, Singapore, and England are discussed. The third part examines development projects, including income-generation by training

IDENTIFIERS- Australia; *Facilitators (Personnel Development)

This resource provides tips to assist facilitators as they work with Australia's Framing the Future project teams. The 16 tips are about group selection; how to prepare for input; participant roles; how to use participants and observers; scribes and recorders; some ideas for launches and fun; praise! praise! praise!; making facilitation the key to success; a facilitator's checklist; setting a clear meeting agenda; setting the flow of the meeting; jump-starting discussions; deciding when a discussion should be reopened; meeting formats; ending the meeting; and maintaining group memory. A work-based learning facilitator profile concludes the publication. It outlines the facilitator's role, tasks, and personal attributes. (YLB)

ED 441 985 CE 080 273

Finlay, Ian, Ed.; Niven, Stuart, Ed.; Young, Stephanie, Ed.
Changing Vocational Education and Training: An International Comparative Perspective.
PUB DATE- 98
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Comparative Education; Cross Cultural Studies; Educational Policy; Educational Practices; Foreign Countries; *International Education; *Participative Decision Making; *Policy Formation; Postsecondary Education; Secondary Education; Technical Education; *Training; *Vocational Education
IDENTIFIERS- Finland; Germany; Ireland; Scotland; Singapore; South Africa; Taiwan

This book identifies how consensus on vocational education and training (VET) policy is sought in a number of countries where interesting models have emerged. The focus of the book is on the principles of stakeholding and consensus applied to policy formulation and implementation in vocational education and training. The international case studies provide examples of practical strategies that have been successfully implemented. The following nine articles are included: "Stakeholders, Consensus, Participation and Democracy" (Ian Finlay); "Stakeholders and Partners in Vocational Education and Training in Scotland" (John Fairley); "A Consensus Approach to Policy-Making: The Case of the Republic of Ireland" (Jim Gleeson); "Transformation and Reform of Vocational Education and Training in Taiwan, Republic of China" (Dar-Chin Rau); "Developmental Corporatism and the Process of Change in Vocational Education and Training: The Singaporean Experience" (Johnny Sung); "Change and Consensus in Vocational Education and Training: The Case of the German 'Dual System'" (Willi Brand); "Process Owners and Stakeholders in VET Reforms in Finland" (Olli Raty); "The Process of Change in Vocational Education and Training in the United States" (Betsy Brand); "The Process of Change in Vocational Education and Training: The South African Experience" (Ian Bellis). The book includes 26 drawings and 7 tables. (KC)

ED 441 986 CE 080 274

Ahler, John, Ed.; Esland, Geoff, Ed.
Education, Training and the Future of Work I: Social, Political and Economic Contexts of Policy Development.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Cognitive Style; *Distance Education; Educational Research; *Electronic Mail; *Graduate Students; Higher Education; Introductory Courses; Mentors; *Student Adjustment; *Teacher Student Relationship

A study concentrated on adult learners and their adaptability to electronic mail (e-mail). The sample (n=168) was composed of all graduate students taking an introductory educational research class during spring 1996 and graduate students taking a measurement and evaluation class during summer 1996 at a public state university. Students were randomly assigned to either an experimental and a control group. Both groups were taught how to use e-mail, and both groups received a minimum of four messages from the researcher. At the beginning of the term, all students were given the Hardy Educational Learning Profile instrument that evaluated learning profiles of interaction, approach, or information source for learning; preferred ways of gathering information; and preferred ways of processing information. The experimental group received more personal, caring (mentoring) messages; the control group received neutral messages that conveyed general information. Results indicated student responses of type of message sent were significantly higher in the mentored group; and inner-directed students replied more often than outer-directed students. (YLB)

ED 442 003 CE 080 300

Koper, Johannes; Zaremba, Hans Jurgen
Quality Management and Qualification Needs 1: Quality and Personnel Concepts of SMEs in Europe.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education, Training, and Youth.
PUB DATE- 00
NOTE- 349p.; Publication is part of the project: Survey and Analysis of New Work Requirements and Qualification Developments in the Context of Quality Management in SMEs as a Basis for a Forecast of Requirement Profiles for Preventive Further Training Strategies: A Comparative Study of the Metalworking and Food-Processing Industries.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; Developed Nations; *Food Processing Occupations; Foreign Countries; *Metal Working; *Personnel Management; *Personnel Needs; Postsecondary Education; *Program Implementation; Small Businesses; *Total Quality Management; Vocational Education
IDENTIFIERS- *Europe; Finland; Germany; Greece; Ireland; Portugal; Sweden; United Kingdom

This book examines how quality management is implemented in small and medium-sized enterprises (SMEs) in Germany, Finland, Greece, Ireland, Portugal, Sweden, and the United Kingdom. It presents the survey results as two sector studies. Competitive and specialization tendencies of the sectors and company concepts of "quality" and "personnel" are analyzed, including current profiles of quality-related skill demands on staff as well as current training areas in the companies. An introduction covers these topics: project design, survey design, guidelines for a problem-representative sample, and the database. Part 1 focuses on the metalworking sector, and Part 2

(150)
DESCRIPTORS- Elementary Education; Evaluation; Models; Needs; Professional Development; *School Counseling; *School Guidance; Secondary Education
IDENTIFIERS- *Comprehensive Guidance; *Kent Public Schools WA

This packet contains information relating to the comprehensive counseling and guidance program of the Kent School District in Washington. The information includes: a timeline for implementation of the plan and an organizational chart of the program; a chart explaining the four components of the program; the syllabus for a staff development program and evaluation forms for the program; information pertaining to the Advisory Council for the program; three graphs depicting the counseling program components at the elementary, junior high, and high school levels; and a timeline for the needs assessment pilot part of this counseling and guidance project along with the needs assessment instrument. (MKA)

ED 442 021 CG 029 855

Linder, Sarah; Miller, Geri; Johnson, Paula
Counseling and Spirituality: The Use of Emptiness and the Importance of Timing.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Conference of the American Counseling Association (Washington, DC, March 20-25, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Counseling; Counseling Techniques; Counselor Client Relationship; Counselor Training; Journal Writing; *Spirituality

This paper focuses on the use of emptiness in therapy and the importance of the counselor's comfort with the space and timing of interventions within that emptiness. It addresses spirituality from three different standpoints--creating a space that includes room for the suffering of the client, journaling, and use of the Rapha belief system. The purpose of Rapha is to provide professional counseling that focuses on the physical, psychological, and spiritual dimensions of the person in need. The information included is drawn from the literature, as well as the authors' experience as counselors, in terms of the use of spirituality in addressing the emptiness in their clients and in themselves. Suggestions are presented for spiritual counseling techniques to address these existential issues in themselves both as individuals and as counselors, as well as in the counseling setting and the classroom. The use of beliefs is addressed in terms of applying these views to counseling settings. (Contains 13 references.) (MKA)

ED 442 022 CG 029 980

Zinna, Kelly A.
After Columbine: A Schoolplace Violence Prevention Manual.
PUB DATE- 99
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Involvement; Crisis Intervention;

Education; Labeling (of Persons); Personality Assessment; Secondary School Students; Special Education; Student Behavior; Student Evaluation

IDENTIFIERS- Behavior Rating Profile; Child Behavior Checklist; Conners Rating Scales; Walker McConnell Scale of Soc Compet and Sch Adj

In order to qualify for special education services, students must meet criteria that signal a serious behavior disorder. The Executive Committee of the Council for Children with Behavior Disorders (1998) expressed the need to move away from norm-referenced measures and recommended utilizing a more functional assessment approach. Members of the counseling field also are advocating for behavioral assessment alternatives to more formal procedures. In light of these recommendations, this paper reviews four widely utilized behavior rating scales (Behavior Rating Profile, Child Behavior Checklist System, Conners Rating Scales, Walker/McConnell Scales of Social Competence and School Adjustment) regarding their recommended uses and behavioral descriptors. It suggests the following recommendations when considering a rating scale: (1) they should be supplemented with directly observed behavioral data; (2) educators should be aware that scales reflect perceptions about students and multiple informants and inter-rater reliability checks can corroborate or contradict these perceptions; (3) before using a rating scale, educators should make sure it reflects overall goals of the assessment process; (4) care should be taken so that information about the student is not skewed toward the negative; and (5) data on informant perceptions should be carefully considered. (Contains 1 table and 13 references.) (JDM)

ED 442 043 CG 030 095

Paris, Norma Jean
Classroom Crisis Counseling in the Aftermath of School Violence.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Conference of the Louisiana School Psychologists Association (Lafayette, LA, November 3-5, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; *Crisis Intervention; Educational Environment; Elementary School Students; Elementary Secondary Education; Emotional Response; Program Development; *School Psychologists; Secondary School Students; Teachers; *Violence; Youth Problems

Numerous counseling needs are generated in the aftermath of school crises, particularly crises involving school violence. Meeting these needs can be assisted when school psychologists involve classroom teachers in the planning and implementation of crisis counseling. This paper provides information about a crisis counseling intervention model (Mini-marathon Groups) that was developed by Terr (1992). It states that this model is particularly suitable for school psychologists to use when providing crisis training and consultation to classroom teachers. The Mini-marathon Group has five components: (1) providing facts and dispelling rumors, (2) sharing stories, (3) sharing symptoms, (4) empowerment, and (5) closure. The paper suggests that the use of this model will facilitate the goal of solution-focused therapy within on-line counseling; dealing with the lack of nonverbal cues; using emotional bracketing; providing descriptive immediacy, a concept that deepens the connection between counselor and client; and utilizing metaphorical language for meaning enhancement. A reproduction of the interview is provided. (Contains 11 references.) (MKA)

ED 442 064   CG 030 208

Wall, Janet E.
Technology-Delivered Assessment: Power, Problems, and Promise.
PUB DATE- 00
NOTE- 16p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computers; *Counseling; Elementary Secondary Education; *Evaluation; Internet; Standards; *Technology; Testing

One role of counselors and educators is to use assessment in the service of students and clients. Under the right conditions and with proper use, using technology to foster assessment is a great way to go. This chapter focuses on the use of technology as a tool for testing and assessment. It emphasizes that to make proper use of technology tools, savvy counselors and educators need to: (1) understand the advantages and pitfalls of technology use, particularly as they relate to the use of assessment tools with clients and students; (2) follow the assessment standards and policies of applicable professional association; (3) use the best practices suggested in this chapter to better assure good service to their clientele; and (4) stay updated on topics related to assessment and technology. The chapter presents cautions and capabilities related to the use of technology with assessment. Standards and policies on assessment that have been prepared and endorsed by professional associations and organizations are provided, and various guidelines are outlined so that technology can be used with quality assessments for the purpose of aiding individuals in reaching for their goals and aspirations. The chapter also suggests ways of staying current within the field of assessment, particularly as it relates to technology. (MKA)

ED 442 065   CG 030 209

Presbury, Jack; Marchal, Joe
Getting Counselor Expertise into a Computer: A Cyberassistant for Students of Brief Counseling.
PUB DATE- 00
NOTE- 20p.; In: Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium; see CG 030 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Algorithms; Artificial Intelligence; *Computers; Counseling; *Counselor Training; *Counselors; Cybernetics; Technology
IDENTIFIERS- *Brief Therapy

The brief therapy approach to counseling was born in the post-World War II cybernetics movement. The shift from a problem focus to a solution focus altered the way in which counselors approached helping clients out of their inflexible cognitive and caretakers nurture young children's literacy development in day care, preschools, kindergartens, and primary grade classrooms. The book's approach to young children's literacy development includes how to design and manage effective classroom environments, centers, and theme-based teaching and learning. In addition, the book includes resources and suggestions for working with second language learners, strategies for inclusion, and building parent partnerships. Throughout the book, the reliance is on personal classroom experiences as well as those of other teachers, students, and families. The book is divided into the following nine chapters: (1) An Introduction to Developing Literacy Naturally; (2) Infants, Toddlers, and Day Care Settings for Literacy; (3) Developing Effective Preschool Environments; (4) Emerging Readers and Writers in Kindergarten; (5) First Grade and Beyond; (6) Inclusion: Literacy Development for All Children; (7) Assessing Early Literacy through Portfolios; (8) Second Language Learners; and (9) Parent Partnerships. Each chapter ends with resources and references. (NKA)

ED 442 086   CS 014 000

Readence, John E.; Bean, Thomas W.; Baldwin, R. Scott
Content Area Literacy: An Integrated Approach. Sixth Edition.
PUB DATE- 98
NOTE- 263p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Content Area Reading; *Content Area Writing; Evaluation Methods; Learning Strategies; Middle Schools; *Reading Processes; Secondary Education; Theory Practice Relationship
IDENTIFIERS- *Content Area Teaching

The sixth edition of this book presents preservice and inservice teachers with theory and related teaching strategies designed to assist middle and secondary students in reading and learning from their textbooks, and this edition seeks to integrate the current state of the art with some personal ideas. It includes a CD-ROM Digital Supplement which provides additional information showing the power of contemporary technology for content literacy development. The book consists of two parts: Part A consists of five chapters that introduce content area literacy, while Part B consists of seven chapters of strategies for teaching and learning in the content areas. Chapter 1 provides rationale and knowledge base for content area literacy. Chapter 2 explores the world of technology and its relationship to content area literacy. Chapter 3 follows with an examination of the reading process and a discussion of cultural and linguistic variables that influence literacy. Chapter 4 considers the socio-political nature of textbooks and then focuses on quantitative and qualitative procedures for evaluating and introducing textbooks. Chapter 5 concludes Part A with a discussion of norm-referenced and naturalistic assessment. Chapters 6, 7, and 8 focus on lesson planning, literature, and vocabulary, respectively. Chapters 9 and 10 both address comprehension. Chapter 11 is about writing in the content areas. Chapter 12 introduces study strategies. (Contains a glossary and extensive references.) (NKA)

ED 442 087   CS 014 001

DESCRIPTORS- *Childrens Literature; Coping; Elementary Education; *Humor; *Literature Appreciation; *Nonfiction
IDENTIFIERS- *Orbis Pictus Award

By highlighting the dreadful and avoiding the droll, nonfiction presents an unbalanced picture of the world and deprives readers of the benefits humor could contribute. Humor is needed in literature because it ventilates or disrupts oppressive conditions, it provides a different lens from which to view reality, and it provides hope, pleasure, and fun. While humor is a trend in current children's nonfiction, it has not assumed a substantial presence in award winning books. There is a need in children's nonfiction for books that show the value of humor as a means of coping with difficulties. (Contains 19 references.) (EF)

ED 442 107   CS 217 143

Fosen, Chris
Genres Made Real: Genre Theory as Pedagogy, Method, and Content.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Communities; Higher Education; Instructional Effectiveness; *Internship Programs; *Organizational Communication; *Rhetoric; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Genre Approach; *Rhetorical Genres; Theoretical Orientation; Writing Contexts

All styles of genre research share an attention to particular features of texts in use. The question is, however, how to teach genre. This paper first reviews what seem to be two opposed theories of teaching genre. After arguing that to differing extents both theories rely upon a transmission model of teaching, the paper then discusses attempts to teach genre as a tool for student-initiated research in a writing internship course. It states that the class sessions provided useful content and invention strategies for later reflection and critique because genre theory became a language tried on in class--in many ways like the discourse students were trying on at their internships. The paper suggests that in the future students might be asked if they feel any tension between the abstract principles of rhetoric they learn in class and the situated, practical knowledge they learn on site. Contains 15 references. (NKA)

ED 442 108   CS 217 144

Wang, Xiao
Double-Entry Notebook in Technical Writing Class.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; Higher Education; Instructional Effectiveness; Student Needs; *Technical Writing; *Writing Assignments; *Writing Instruction

ED 442 128   CS 217 176

Live from Antiquity! Lesson Plan .
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.
PUB DATE- 00
NOTE- 5p.; Also sponsored by the National Trust for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Greek Civilization; *Greek Literature; High Schools; Internet; Language Arts; Lesson Plans; *Theater Arts; Writing Assignments
IDENTIFIERS- Antigone; *Sophocles

Ancient languages are the deepest root of the humanities, drawing life from that distant time when the study of history, philosophy, literature, and of language itself began. On the Internet, students can return to those times, re-enter that age of discovery, and gain the linguistic skills to help keep the many branches of the humanities rooted there strong and vital. The learning objectives of this lesson plan are: to gain an appreciation for Greek drama through the study of a play by Sophocles ("Antigone"); to explore the cultural and historical context of Greek drama and its role in Greek society; and to reconstruct the experience of seeing a Greek drama performed and share that experience in an imaginative report. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (10-12), and lists of the standards developed by professional or government associations that are related to the lesson as well as activities to extend the lesson. (RS)

ED 442 129   CS 217 177

Mark Twain and American Humor Lesson Plan .
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.
PUB DATE- 00
NOTE- 8p.; Also sponsored by the National Trust for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Characterization; High Schools; *Humor; Language Arts; Language Usage; Lesson Plans; *Short Stories; Story Grammar; *United States Literature
IDENTIFIERS- Twain (Mark)

In this three-part lesson, students examine structure and characterization in the short story and consider the significance of humor through a study of Mark Twain's "The Celebrated Jumping Frog of Calaveras County." In Part I, through skits and storytelling, students first examine the structure of Twain's story and the role he creates for his tall-tale storyteller, Simon Wheeler. They then investigate Twain's of students, and psychological factors may affect the students' listening. Review of the research also indicated that students were not introduced to listening skills in the school setting. A review of the solution strategies suggested by other researchers, combined with an analysis of the problem setting, resulted in the development of listening skill instruction and the reduction of noise levels in the environment. The program included cooperative learning activities, direct instruction of active listening, and various listening activities. Post intervention data indicated an increase in student use of active listening skills and an improvement in student awareness of the components of active listening. (Contains 29 references and 9 tables of data. Appendixes contain survey instruments and pre and posttests.) (Author/RS)

ED 442 149 CS 510 338

Aguirre-Sacasa, Roberto
"Caddie Woodlawn": Adapted by Greg Gunning from the Novel by Carol Ryrie Brink. Cue Sheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiences; Characterization; Class Activities; Cultural Activities; Elementary Secondary Education; Novels; Playwriting; *Theater Arts; United States History
IDENTIFIERS- *Drama in Education

This performance guide is designed for teachers to use with students before and after a performance of "Caddie Woodlawn," adapted by Greg Gunning from the novel by Carol Ryrie Brink. The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) The Characters (introducing the characters in the play and explaining some theatrical conventions such as narrators, scenes, and actors doubling parts); (2) The Story (offering a story synopsis and looking at where the story takes place on the map); (3) Westward Ho: The Setting (discussing pioneer life and the movement West, and how props and set pieces recreate this time); (4) Language on the Frontier (helping students understand language in the play that might be unfamiliar to them); (5) From Book to Play (looking at the challenges of adapting a book into a play that can be performed on a stage); (6) Carol Ryrie Brink and the "Real" Caddie (describing how the author wrote this book based on stories her grandmother told her about growing up on the Wisconsin frontier, and listing resources for further explanation); and (7) Going to the Kennedy Center (about the audience's role and the Kennedy Center itself). (SR)

ED 442 150 CS 510 339

Rees, Elizabeth
"Tales from the Brazilian Jungle": Antonio Rocha, Storyteller. Cue Sheet for Teachers.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 6p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

This performance guide is designed for teachers to use with students before and after a performance of "To Be Young, Gifted, and Black." The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) To Be Young, Gifted, and Black (a theatrical collage based upon the life and work of the African-American playwright Lorraine Hansberry, featuring scenes from her most famous plays, as well as excerpts from her speeches and letters); (2) Lorraine Hansberry: Her Life and Legacy (offering biographical material about Hansberry's life and work); (3) The World of Lorraine Hansberry (looking at important people who influenced Hansberry, and at historical, economic, and social changes that took place during her lifetime and that she was part of); and (4) Before and After the Play (presenting ideas for discussion topics and class activities before and after attending the play). Resources for further exploration are listed. (SR)

ED 442 172   CS 510 361

Carr, Gail
"Turtle Island Tales." Cue Sheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; *American Indian Literature; American Indians; Audiences; Class Activities; Cultural Activities; Elementary Education; Multicultural Education; *Puppetry
IDENTIFIERS- *Drama in Education

This performance guide is designed for teachers to use with students before and after a shadow play performance of "Turtle Island Tales" by Hobey Ford and His Golden Rod Puppets. The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) The Tales (offering brief outlines of the three tales told); (2) The Shadows (with some background information of shadow puppet shows and how to make shadow puppets); (3) The Tribes (with brief background information about the four Native American tribes from which these tales come); and (4) The Participants (discussing the puppeteer, the puppets, and the audience, and how the audience can help in a live theatre performance). Resources for further exploration are listed. (SR)

ED 442 173   CS 510 362

Flynn, Rosalind
"Where's Waldo?": A One-Act Musical Based on Martin Handford's Books. Book by Michael Slade, Presented by Theatreworks U.S.A. Cue Sheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 6p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiences; Class Activities; Cultural Activities; Elementary Education; *Theater Arts

practice is a critical skill for school leaders. This paper reports on a study that inquired about the teaching and learning of problem-framing skills in the Prospective Principals Program at Stanford University, a preparation program for school administrators that relies on problem-based learning (PBL) strategies for 40 percent of the curriculum. A literature-based definition of problem-framing ability is developed, and a theoretical rationale for the study is introduced. Incorporating the use of a quasi-experimental study design, the program-framing skills in three successive student cohorts, with graduated levels of exposure to the PBL, are assessed. Analysis reveals that all three cohorts differ significantly in problem-framing ability, associated with their level of exposure to PBL. Qualitative data, collected through a series of student interviews, support the quantitative findings. Problem-based learning experiences are instrumental for developing prospective principals' ability to frame problems in practice. Finally, the paper discusses the implications of the findings for instructional practice and explores ideas for possible future research on the use of problem-based learning in administrator preparation. An appendix contains Subskills in Problem Framing Ability. (Contains 41 references.) (Author/DFR)

ED 442 193   EA 030 439

Bean, Brad, Ed.
Community Schools in Ohio: First-Year Implementation Report.
PUB DATE- 00
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Community Schools; Elementary Education; Financial Support; *Outcome Based Education; *Performance Contracts; Program Effectiveness; Public Schools; *School Law; State Regulation
IDENTIFIERS- *Ohio

Community schools are state-funded public schools, exempt from various rules and regulations in exchange for increased accountability or student performance. This Legislative Office of Education Oversight (LOEO) report examines Ohio's first 15 community schools that began during the 1998-99 school year. All 15 schools were successful about opening, completing a full school year, and continuing into a second year; however, many had delays in their funding. LOEO anticipates that community schools will require substantial and continuing technical assistance, and the Ohio Department of Education will need to meet the unique needs of community schools as it provides technical assistance. Community schools are contractually held accountable for the academic performance of their students with their sponsors; however, information regarding accountability in their annual reports was lacking. LOEO recommends that community schools become familiar with and adhere to the community school law and contractual agreements regarding accountability. It also recommends that community-school sponsors become familiar with community-school law and hold community schools responsible for accountability measures. Appendixes contain material concerning community-school contracts, profiles of the schools, exempt and nonexempt laws, and statistical information. (Contains 100 references.) (DFR)

ED 442 194   EA 030 440

disabilities and discusses selected implementation issues and challenges, including access to quality child care, continued access to SSI, implementation of the Children's Health Insurance Program, use of bundled Medicaid rates, managed care benefits and challenges, and continued access to health insurance. (Contains 47 references.) (Author/CR)

ED 442 213 EC 307 848

Baldwin, Chris A.; Coleman, Christy L.
Achievement Goal Orientation: Instructional Practices and Teacher Perceptions of Gifted and/or Academically Talented Students.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academically Gifted; *Achievement Need; Elementary Education; *Goal Orientation; Rating Scales; *Self Motivation; Student Characteristics; Success; Teacher Attitudes; *Teaching Methods; Work Ethic

This study explored how some aspects of achievement goals theory can be integrated into the education of gifted and/or academically talented students. Specifically, the study addressed whether teachers of gifted students utilized task-focused instructional practices more often than performance-focused instructional practices, whether teachers of gifted students perceived differential achievement goal pursuit between high achieving and low achieving gifted students, and whether teachers of gifted students perceived within-group differences in goal pursuit for both high achieving and low achieving gifted students. Forty-nine teachers of gifted elementary students completed the "Approaches to Teaching and Learning" scale from the Patterns of Adaptive Learning Survey and a modified version of the "Personal Goals Orientation" student scale. Results indicated that teachers of gifted students reported significantly more use of task-focused instruction compared to performance-focused instruction. Teachers perceived high achieving gifted students to pursue task and performance-approach goals significantly more often than low achieving gifted students. High achieving gifted students were also perceived to pursue task and performance-approach achievement goals significantly more often compared to their pursuit of performance-avoidance goals. No relative difference in achievement goal pursuit was perceived for low achieving gifted students. (Contains 41 references.) (Author/CR)

ED 442 214 EC 307 849

Part C of the Individuals with Disabilities Education Act (IDEA) for Infants, Toddlers, and Their Families. Year XII (1998-1999). Annual Performance Report.
PUB DATE- 99
NOTE- 18p.; For 1997-1998 Annual Performance Report, see ED 430 359.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; *Compliance (Legal); Credentials; Delivery Systems; Developmental Delays;

Persons with Disabilities" and "A Theology of Anger When Living with Disability." (Articles contain references.) (CR)

ED 442 233 EC 307 869

Walker, Catherine; Antaya-Moore, Dana
La reussite scolaire de votre enfant: Pour aider votre enfant a mieux apprendre a la Maison et a l'ecole, de la 1re a la 9e annee. Manuel d'accompagnement a l'intention du parent = The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1-9.
PUB DATE- 00
NOTE- 67p.; For the English version, see ED 422 711.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; French; French Canadians; *Learning Disabilities; *Learning Strategies; Mathematics; *Parent Student Relationship; *Parents as Teachers; Reading; *Self Management; Spelling; *Study Habits; Test Wiseness; Writing (Composition)
IDENTIFIERS- Alberta; *Testing Accommodations (Disabilities)

This guide for French-speaking parents of students with learning disabilities in Alberta presents a variety of strategies parents can use to help their children in grades 1 through 9 become successful learners. Section 1 offers ideas for helping students get and stay organized, such as using self-talk to create a positive attitude and organizing materials. Among many suggestions for developing reading skills are using games to learn sight words, paired reading, and talking about books. Writing suggestions include using various techniques to get started writing, helping students develop proofreading and editing strategies, and using word processing. The section on spelling covers helping children find the correct spelling of a word, editing spelling in written work, and ways to learn new words. The following section, on mathematics, offers suggestions on practicing number facts, getting math work done, problem-solving, preparing for a math test, and using technology. Suggestions for preparing and taking tests include study tips, accommodations for test taking, test writing strategies, and utilizing test results. The final section is on projects and covers finding information, alternative ways to show learning, book reports, and technology. Appendices include forms and the correct order of strokes in letter formation. (CR)

ED 442 234 EC 307 870

Follow the Footprints: Discover the Hidden Talents of Your Children = Siga las huellas: Busque 105 tesoros escondidos en sus hijos = Swiv piti ou toutan: Chache jween tout don li genyen lot moun pa ka we. Teacher's Reference Edition.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English; Spanish; Haitian Creole
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

abbreviations, state resources, other advocacy organizations, and relevant publications. Appendices include an IEP meeting organizer and an IEP form for students aged 6-13, an IEP form for students aged 3-5, and a transition IEP form for students aged 14-21. (CR)

ED 442 253 EC 307 891

Guidelines: Individualized Education Program Planning Process.
PUB DATE- 99
NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Discipline; Due Process; Educational Legislation; Elementary Secondary Education; Eligibility; *Federal Legislation; Federal Regulation; Inclusive Schools; *Individualized Education Programs; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation; Referral; *Special Education; Student Evaluation; *Student Placement; Teamwork
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997; North Dakota

This handbook provides guidelines to assist North Dakota educators who are developing Individualized Education Programs (IEPs) for students with disabilities. It is presented in four sections. The first section highlights the major changes brought about by the 1997 amendments to the Individuals with Disabilities Education Act (IDEA), including increased emphasis on results for children with disabilities, access to the general education curriculum, parent involvement, discipline, and behavior issues. Section 2 briefly describes the IEP process, including its purpose, sequencing of steps, timelines, and roles and responsibilities of meeting participants. Section 3 discusses the principles underlying each of the components of the IEP process and the resulting document. The last section provides instructions for completion of the state-recommended IEP form. Throughout this document, quotations from new IDEA law, regulations, and other supportive documents are included so special education personnel can read the actual wording, and in some cases, the description of the intention of Congress in making changes to the law. Appendices present additional guidance for IEP teams and include an interpretation of the IEP regulations, IDEA regulations, transition IEP forms, discipline provisions, and sample IEP forms. (CR)

ED 442 254 EC 307 892

Special Education Annual Report, 1998-1999.
PUB DATE- 99
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Educational Finance; Elementary Secondary Education; *Financial Support; *Incidence; Inclusive Schools; *Special Education; Special Schools; *State School District Relationship; *Student Placement
IDENTIFIERS- *North Dakota

This annual report provides an overview of special education teachers and researchers for some time now. The purpose of this study is to report on an Internet-based concordance approach to language learning and to investigate both qualitatively and quantitatively Taiwanese English-as-a-Foreign-Language (EFL) students' attitudes toward this learning tool. A 3-week, on-line corpus lesson was designed and implemented with a sample of 37 college students at a Taiwanese university. A questionnaire survey was then administered to investigate student's feedback on the Web-based concordance. The results of the study indicate that students in the study tended to have positive attitudes toward the use of the Internet in education. The challenges and possibilities for integrating Web-based material into the EFL classroom are also discussed. Images of the Web-based material are captured in images of a computer screen running the Chinese version of Microsoft Explorer with EFL material on display. Several tables display quantitative, statistical data. It is concluded that the Internet simply offers too much potentially useful and authentic spoken English for any EFL teacher to ignore. (Author/KFT)

ED 442 276 FL 026 279

Tatsuki, Donna
Alleviating Comprehension Problems in Movies. Working Paper.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages Pan Asia Conference (2nd, Seoul, South Korea, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Auditory Perception; *Auditory Training; English (Second Language); Foreign Countries; *Foreign Language Films; Japanese; Language Proficiency; Language Skills; *Listening Comprehension; Listening Skills; Second Language Instruction; Second Language Learning
IDENTIFIERS- Japan

This paper describes the various barriers to comprehension that learners may encounter when viewing feature films in a second language. Two clusters of interfacing factors that may contribute to comprehension hot spots emerged from a quantitative analysis of problems noted in student logbooks. One cluster had a strong acoustic basis, whereas the other had a more cognitive or memory and attention basis. Acoustically-based misperceptions include the following: phonological misperception of consonant/vowel segments through addition/loss/substitution; misperception of proper nouns and foreign words and expressions; misperception based on loss, deletion, or substitution of entire syllables, especially if weakly stressed; faulty segmentation of word boundaries; phonological dialect or foreign accent difference; what the listener expects or does not expect the interlocutor to say; the listener's lack of information (or correct information) with respect to the topic under discussion; and the speaker's use of idiom or colloquialism. Among the suggestions for mitigating these barriers to understanding are pre-teaching foreign words, technical language, idioms, and colloquialisms; sensitizing learners to varieties of spoken English; encouraging the learners to reflect on what their assumptions are about the target film's genre and structure; and segmenting the film into scenes and then clustering and labeling the scenes according to learner generated analysis. (KFT) and why, when, and how it developed. Solving this mystery involves drawing on linguistics, anthropology, ethnohistory, and native studies. To show the exceptionality of Michif, a brief review of theories of language contact is provided, and it is shown how Michif confounds all these theories and defies any attempt at conventional classification. Several theories concerning the origin and nature of Michif (the new nation/mixed identity, trade language, separation task, pointing, verb-noun mixing, code-mixing, relexification, and difficult parts hypotheses) are presented and dismissed. The book refutes all previous theories of the origin of Michif and proposes that this language can be understood only through an interdisciplinary approach that draws on typological linguistic, historical linguistic, sociolinguistic, anthropological, ethnohistorical and historical data. Extensive references and indices (subject and proper noun) are included. (KFT)

ED 442 295 FL 026 308

Chen, Ping
Modern Chinese: History and Sociolinguistics.
PUB DATE- 99
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Applied Linguistics; Cantonese; *Chinese; Chinese Culture; *Diachronic Linguistics; Foochow; Foreign Countries; Grammar; Ideography; Mandarin Chinese; Oral Language; Orthographic Symbols; Phonetic Transcription; *Sociolinguistics; Syntax; Writing (Composition)
IDENTIFIERS- China

This book presents a comprehensive and up-to-date account of the development of modern Chinese from the late 19th century up to the 1990s, concentrating on three major aspects: modern spoken Chinese, modern written Chinese, and the modern Chinese writing system. It describes and analyzes in detail, from historical and sociolinguistic perspectives, the establishment and promotion of modern spoken Chinese and modern written Chinese and the reform of the Chinese script. Through an integrated discussion of these areas of the language, the book highlights the close interrelationships between them and reveals the interaction of linguistic, historical, and social factors in the development of modern Chinese. The book is divided into three parts and 12 chapters. Part one, modern spoken Chinese, covers its establishment and promotion, norms and variations, and standards and dialects. Part two, covering modern written Chinese, deals with written Chinese's development and promotion, norms and variation, and dialect writing. Part three discusses the modern Chinese writing system, including its basic features, the simplification of the traditional writing system, the phonetization of Chinese, and the use and reform of the writing system. Extensive references and notes are included, as is an index. Tables appear throughout the text. (KFT)

ED 442 296 FL 026 309

Berlin, Brent; Kay, Paul
Basic Color Terms: Their Universality and Evolution. The David Hume Series of Philosophy and Cognitive Science Reissues.
PUB DATE- 99

higher education structure, duration of studies (2 to 6 years) and opportunities for part-time study. Appended is a short bibliography of published and forthcoming studies, as well as a list of countries comprising the EURYDICE network. (CH)

ED 442 316 HE 032 864

FAFSA on the Web Toolkit.
PUB DATE- 99
NOTE- 34p.; CD-ROM, 11 x 17 posters, and Post-It notes are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Applicants; Educational Finance; *Federal Aid; Financial Aid Applicants; Higher Education; Paying for College; *Student Financial Aid; *World Wide Web
IDENTIFIERS- *Free Application for Federal Student Aid

The online version of the Free Application for Federal Student Aid (FAFSA) allows students to apply for federal financial aid using the Internet. In many cases, FAFSA on the Web may be used to apply for financial aid from other sources, such as states or schools. Data are secured, so sending an application through the Internet is as safe as mailing a paper form. The program edits answers automatically, and no application fee is required. This packet includes a cover letter and a laminated card with tips for using FAFSA on the Web (what to do before beginning the application process, frequently asked questions, tips for completing the form, and things not to do when filling out the form). The packet also offers a how-to flyer, a brochure entitled "Funding Your Education," two posters advertising FAFSA on the Web, a trifold brochure explaining the process, Post-It notes, and an instructional CD-ROM. (SM)

ED 442 317 HE 032 887

Hum, Derek
Tenure and Pay Structures in Canadian Universities. Research Monographs in Higher Education, Number 4.
PUB DATE- 98
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; College Faculty; Foreign Countries; Higher Education; Incentives; Institutional Administration; Personnel Selection; Promotion (Occupational); Student Motivation; Teacher Employment Benefits; *Teacher Salaries; *Tenure; Tenured Faculty; Unions
IDENTIFIERS- *Canada; Germany

This monograph examines tenure and pay structures in Canadian universities, focusing on hiring, tenure, promotion, salaries, and termination; and examining the employment relationship from both economic and managerial perspectives. After briefly reviewing the concept of tenure, the discussion moves to career hierarchies and pay structures, including career ladders (hiring, tenure, and promotion), and wage structures

This pamphlet describes the Hope and Lifetime Learning Education Tax Credits program for students in college or vocational school. It briefly explains what a tax credit is; who is eligible to claim the credit; the difference between Hope credits and other education tax credits; what costs qualify for the credit; what the inflation-adjusted credit is worth; what the lifetime learning credit is worth; the income limit; the number of students in a family for whom the credit may be claimed; and how to claim the credit. A final "Points to Remember" section provides a quick review of the information. (CH)

ED 442 338 HE 032 910

Higher Education Center for Alcohol and Other Drug Prevention.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Abuse; *Alcohol Education; *Alcoholism; Drinking; *Drug Abuse; Drug Education; Health Education; Higher Education; Institutional Environment; Institutional Role
IDENTIFIERS- Higher Education Center Alcohol Other Drug Prev

This brochure describes the mission, approach, and services of the Higher Education Center for Alcohol and Other Drug Prevention. The Center is the nation's primary resource center for assisting higher education institutions in the development, implementation, and evaluation of alcohol and drug violence prevention policies and programs that foster students' academic and social development and promote campus and community safety. The booklet defines the Center's approach, noting such key strategies as promoting alcohol-free social and recreational opportunities, limiting alcohol availability, enforcing campus policy and state and local laws on drinking, and restricting marketing and promotion of alcoholic beverages. The need for both campus-based and statewide and regional initiatives is noted. The brochure also lists services available from the Center, including a two-day interactive professional development workshop; technical assistance that includes information, consultation, and referral services; publications; the Center Web site; and its news list.(CH)

ED 442 339 HE 032 911

Performance Plan: Progress Report, 1st Quarter, Fiscal Year 2000.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Formative Evaluation; Higher Education; *Institutional Evaluation; *Organizational Effectiveness; Program Development; Program Effectiveness; Program Evaluation; Program Improvement; *Self Evaluation (Groups); *Student Financial Aid
IDENTIFIERS- *Department of Education; Free Application for Federal Student Aid

This report by the Department of Education examines the progress made by the Student Financial Assistance (SFA) program in reaching its objectives. The report notes that for objective 1,

Conservation; *Environmental Standards; Governing Boards; Higher Education; *Organizational Objectives; Resistance to Change; *School Responsibility; *Sustainable Development; Trustees
IDENTIFIERS- Talloires Declaration

The theme of this monograph is sustainability, which is defined as development that meets the needs of present generations without compromising the ability of future generations to meet their own needs. Sustainability, which is rooted in environmentalism, has been broadened to embrace an array of economic development policies, projects, and behaviors. Following a definition of sustainability in the context of higher education, the discussion focuses on: (1) how and why institutions become involved in sustainability issues; (2) sources of resistance to sustainability movements, including fear of high costs, failure of proponents to present a unified vision, and rivalries among national political groups; (3) the role of trustees in exploring issues of sustainability, including reallocating resources, exploring socially conscious investing, protecting institutional impartiality and academic freedom, encouraging thoughtful dialog, and promoting outreach. Sidebars throughout the document offer case studies of sustainability programs; a list of questions for trustees and governing boards; an essay on the "greening" of the sustainability movement; a "gazetteer" of 10 campus sustainability efforts; the text of the "Talloires Declaration," a document committing to sustainable practices signed by officers of 270 higher education institutes; and a postscript titled "Sustainability on Campus" by Daniel J. Levin. (Contains 11 references and 4 web sites.) (RAB)

ED 442 359 HE 032 934

Hamblin, Jane A., Ed.
Distance Graduate Education: Opportunities and Challenges for the 21st Century. Policy Statement.
SPONS. AGENCY- Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- 98
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Administration; *Distance Education; Educational Demand; Educational Development; *Educational Policy; Educational Principles; Evaluation; *Graduate Study; Higher Education; Institutional Characteristics; Nontraditional Education; Outcomes of Education; *Policy Formation; Position Papers; Teacher Student Relationship; Technology

This policy statement focuses on the policies and practices of graduate education and how they are being affected by the accelerated development of distance education at the postbaccalaureate level. Following an introduction and a review of two earlier policy statements (1977 and 1989), the discussion examines the current context of the rapidly developing area of distance graduate education, including the emphasis on accountability for educational investments, admissions policies that increase student diversity, and the revolutionary changes in information technology. Other sections of the report focus on the defining elements of nonresidential, off-campus, and distance education; provide an historical perspective on American distance education; examine the mission, market, resources, competition, and the new learning

Higher Education; *Instruction; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for curriculum and instruction faculty at 80 public and 28 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $50,242 for 1,241 curriculum and instruction faculty in public institutions was 14.2 percent lower and the average salary of $53,296 for 170 faculty in private institutions was 2.7 percent lower than the average salary for all faculty in all major fields, and, respectively, 1.0 percent per year above and 1.2 percent per year below the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 378 HE 032 968

Howe, Richard D.

Salary-Trend Study of Faculty in Drama/Theater Arts and Stagecraft for the Years 1996-97 and 1999-00.

SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.

PUB DATE- 00

NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; *Theater Arts; Trend Analysis

IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for drama/theater arts and stagecraft faculty at 186 public and 203 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $48,568 for 1,233 drama/theater arts and stagecraft faculty in public institutions was 18.2 percent lower and the average salary of

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 530 multi/interdisciplinary studies faculty at 51 public institutions and 247 faculty at 40 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $59,796 for multi/interdisciplinary faculty in public institutions and the average salary of $52,453 for faculty in private institutions were, respectively, 4.2 percent higher and 0.4 percent lower than the average salary for all faculty in all major fields. The average salary increase was, respectively, 5.2 percent per year and 0.7 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 397 HE 032 987

Howe, Richard D.
Salary-Trend Study of Faculty in Music for the Years 1996-97 and 1999-00.
SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.
PUB DATE- 00
NOTE- 19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Music Education; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 3,551 music faculty at 247 public institutions and 1,808 faculty at 288 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of $48,864 for music faculty in public institutions and the average salary of $47,780 for faculty in private institutions were, respectively, 17.5 percent and 14.5 percent lower than the average salary for all faculty in all major fields. The average salary increase was, respectively, 0.6 percent per year and 1.1 percent per year above the cost of living as measured by the Consumer Price

This first part of a preliminary study considered the impact of students' gender, cognitive learning styles, and computer anxiety on students' academic achievement and performance. The sample consisted of 60 male and 80 female undergraduates enrolled in two basic/developmental mathematics courses taught by one male and one female instructor at a four-year public and religiously affiliated institution in the southeastern part of Texas. Students completed a questionnaire that focused on their perceptions of instructors' classroom attitudes and teaching effectiveness; perceived computer anxiety and attitude; and visual/global embedded figures. The study concluded that: (1) gender and computer anxiety were not significant factors and that none of the interaction effects were significant; (2) female students achieved and performed about the same as male students, although they were more likely to be more computer anxious and field-dependent and less satisfied than male students; and (3) cognitive learning styles were a significant factor. Field-dependent students had the highest marginal means for both academic achievement and performance, and were more likely to be satisfied with their course than field-neutral and field-dependent students. Appended are the survey instruments. (Contains about 132 references.) (RH)

ED 442 416   HE 033 013

Davis, Andrea M.
Effects of Gender, Cognitive Learning Styles, and Computer Attitude on Students' Course Satisfaction: A Preliminary Study II.
PUB DATE- 00
NOTE- 63p.; For Preliminary Study I, see HE 033 012.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Cognitive Measurement; *Cognitive Style; Cognitive Tests; *Computer Anxiety; Computer Uses in Education; *Course Evaluation; Females; Higher Education; Instructional Effectiveness; *Sex Differences; Statistical Analysis; Student Attitudes; *Student Evaluation of Teacher Performance; Student Surveys; Tables (Data); Teacher Student Relationship; Undergraduate Students; User Friendly Interface
IDENTIFIERS- Texas

This second part of a preliminary study considered the impacts of gender, cognitive learning styles, and computer attitudes on students' course satisfaction, based on their perceptions about their instructors' teaching strategies. The sample consisted of 60 male and 80 female undergraduates enrolled in two basic/developmental mathematics courses taught by one male and one female instructor at a four-year public and religiously affiliated institution in the southeastern part of Texas. Students completed a questionnaire that focused on their perceptions of instructor classroom attitudes and teaching effectiveness; perceived computer anxiety and attitude; and visual/global embedded figures. Course satisfaction was measured by students' overall scores in the teaching effectiveness and evaluation part of the survey questionnaire. The study found three significant effects: (1) there was significant gender effect in students' course satisfaction with female students consistently rating instructors higher (worse) than male students; (2) there was significant computer attitude main effect on students' course satisfaction--the insignificance of the instructors' effect was a consequence of how students perceived instructors' attitudes and teaching

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Focus Groups; Higher Education; Interviews; *Learning; Learning Modalities; Reflective Teaching; School Community Programs; School Community Relationship; *Service Learning; *Student Experience; Student Participation; Student Surveys; Student Volunteers

This study examines the importance of structured reflection in service-learning courses. The study consisted of interviews with 15 faculty and 72 students from three different higher education institutions; interviews were conducted between October 1998 and March 1999. Focus group interviews with faculty gathered information about course design, classroom practices, and faculty perceptions of student learning. Student interviews focused on how students interpreted the service experience in relation to the course, that is, the connections between academic course material and the community work/service experience; the role reflection played in the course and in their personal and academic development; and the things they did in and out of class to help connect the service experience and the formal course content. The study found that it is essential to provide structured, intentional reflection in service-learning courses, and that reflection enhances learning by connecting the service experience to the academic course. (Contains 36 references.) (CH)

ED 442 437 HE 033 035

Lee, Jenny J.
Changing Religious Beliefs among College Students.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Beliefs; *College Students; Higher Education; *Religion; Student Attitudes; *Student Characteristics; Student Experience
IDENTIFIERS- Cooperative Institutional Research Program; Higher Education Research Institute; *Religiosity; Religious Affiliation; *Religious Commitment

This study asks how college attendance affects changes in students' religious beliefs, exploring factors in the college environment that account for such changes. Data for the study was derived from the 1994 Freshman Survey and 1998 College Student Survey conducted annually by the Higher Education Research Institute for the Cooperative Institutional Research Program. The sample for the study included over 4,000 students attending 76 four-year institutions; the primary dependent variable was a self-rating on changes in religious beliefs and convictions. Sections of the study cover the introduction, objectives, methodology, results, limitations, and discussion and conclusion. Some study results were contrary to what had been anticipated, e.g. while students tended to experience changes in religious beliefs, the direction of change was toward a strengthening of convictions. The study also supported past findings that students who experienced a weakening of religiosity tended to be liberal males with negative emotional participant observation, and document analysis of course portfolios. Findings were analyzed according to the following levels of the States of Concern about the Innovation model: (1) informational, including relevant applications in regard to preservice educators' personal teaching styles and concerns for state and national technology standards; (2) personal, including relating technology standards to preservice educator and K-12 student needs; (3) management, including desire for technology integration with higher order thinking skills and integrated curriculum emphasis/modeling and resource management concerns; (4) consequence, including portfolios, communication needs, depth of planning in addressing multiple intelligences and higher order thinking skills, user-friendly concerns, and learner motivation through learner ownership; (5) collaboration, including cohort collaboration with technology Texas Essential Knowledge and Skills (TEKS) standards and consistent and equal distribution of technology TEKS in methods courses; and (6) refocusing. Motivational factors were categorized according to technology standards integration, preservice educators' needs, and faculty cohort needs. Contains 28 references. (MES)

ED 442 456   IR 020 039

CNN Newsroom Classroom Guides, May 2000.
PUB DATE- 00
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; World Affairs
IDENTIFIERS- *Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of May 2000, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: U.S. Government files a proposal to split up Microsoft, terrorism source shifts from Middle East to South Asia, Lockerbie bombing trial begins, 30th anniversary of the Kent State University shootings, and the "ILOVEYOU" computer virus strikes worldwide (May 1-5); U.N. peacekeepers held hostage by rebel forces in Sierra Leone, investigators trace "ILOVEYOU" computer virus to an apartment in Manila, citizens evacuate to Freetown as rebel forces retreat in Sierra Leone, U.S. Court of Appeals hears the Elian Gonzalez case, and what began as a controlled fire rages uncontrolled in New Mexico (May 8-12); Mothers rally in Washington, D.C. to push for tougher gun control laws, Sierra Leone's RUF rebels release 139 U.N. hostages, Israel and Palestine pursue peace negotiations, rebel leader Foday Sankoh is captured in Sierra Leone, and the space shuttle Atlantis is poised to begin its voyage to the International Space Station (May 15-19); the future of U.S.-China trade, simulation exercises help U.S. authorities determine how to handle a terrorist attack, Israeli troops withdraw from their "security zone" on the Lebanese border, the U.S. House of Representatives approves Permanent Normal Trade Relations with China, and Lebanese declare a national holiday as Israeli troops withdraw from their county (May 22-26); Peru's President Fujimori declares victory in a race some say was fraudulent, and